



California State University
SAN MARCOS

DEPARTMENT OF
SOCIAL WORK

Master of Social Work Program

Graduate Field Manual

2015 – 2016

College of Education, Health and Human Services

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Acknowledgements

The CSUSM Department of Social Work wishes to thank the following Social Work programs for their support in the development of this manual:

California State University, Fullerton
California State University, Long Beach
California State University, Monterey Bay
California State University, Northridge
San Diego State University

This Field Education Manual may be revised during the course of the academic year. Should revisions be made to this manual, students will be notified of the revisions and/or additions of policies and procedures, and expected to adhere to any new changes in policies and procedures **as they occur**.

Mission of the CSUSM MSW Program

The Mission of the Masters of Social Work program at California State University San Marcos is ***“to provide an academic and professional education of the highest quality to students seeking to become committed social work professionals engaged in direct social work practice in culturally, economically, and socially diverse urban and rural environments, especially in San Diego and Riverside Counties and the Southern California region.”***

Mission of the Social Work Profession

The mission of the MSW Program at CSUSM is carried out through a set of goals and objectives that guide the program and reflect the main tenets, or ethical principles of the social work profession, as developed by the National Association of Social Workers (NASW). The NASW is the Social Work profession’s main organizing body whose key purpose is to “enhance the professional growth and development of social work professionals, to create and maintain professional standards, and to advance sound social policies” (NASW; www.nasw.org, 2013). The *NASW Code of Ethics* outlines the general mission of the social work profession, with specific guidelines, or codes of ethical conduct, that all professional social workers must uphold. NASW states, in the preamble of its *Code of Ethics*, that, ***“...the primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.”*** An historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living” (NASW; National Association of Social Workers (approved 1996, revised 1999).

NASW further explains that “Social workers promote social justice and social change with and on behalf of clients. The word “clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, research, and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems” (ibid).

The Mission of the Social Work profession is embedded in a constellation of core values that represent aspects of humanity and society that are integral to well-being and homeostasis. These core values are what make social work unique as a profession, what drives the profession's purpose and mission, and gives definition and guidance to social workers in their daily practice:

- **Service - Social workers' primary goal is to help people in need and to address social problems.**
- **Social justice - Social workers challenge social injustice.**
- **Dignity and worth of the person - Social workers respect the inherent dignity and worth of the person.**
- **Importance of human relationships - Social workers recognize the central importance of human relationships.**
- **Integrity - Social workers behave in a trustworthy manner.**
- **Competence - Social workers practice within their areas of competence and develop and enhance their professional expertise.**

Professional ethics are the foundation of the profession and flow from the core values of the profession. The profession of social work, through articulation of its values, ethical principles, and standards, guides social workers in the field and provides a standard of conduct that all social workers must uphold:

The NASW Code of Ethical Principles

I. Social Workers' Primary Goal is to Help People in Need and to Address Social Problems;

II. Social Workers Challenge Social Injustice;

III. Social Workers Respect the Inherent Dignity and Worth of the Person;

IV. Social Workers Recognize the Central Importance of Human Relationships;

V. Social Workers Behave in a Trustworthy Manner

VI. Social Workers Practice within their Areas of Competence and Develop and Enhance their Professional Expertise

CSUSM MSW Program Field Education Manual Overview

The CSUSM Field Manual is a guide for CSUSM MSW students which contains important information on the processes, policies, procedures, documents, and resources needed to facilitate students' knowledge and understanding of fieldwork education. Field education encompasses nearly half of a student's required course credits and is an integral component of the MSW program. Field education affords students opportunities to apply didactic learning principles and theories in an experiential setting with a range of populations, organizations, communities, and policy makers, under the direct supervision of an experienced social worker. Participation in fieldwork develops in students critical competencies as standardized by the Council on Social Work Education (CSWE, 2008).

Field Education as Defined by the Council on Social Work Education

The Council on Social Work Education (CSWE) is the governing body and sole accrediting agency for social work education in the United States. The CSWE sets the standards for all MSW programs in the United States, which is to "ensure that social work programs provide students with the highest quality social work education that will enhance the profession and promote greater wellbeing and social and economic justice for all individuals." In order to achieve this mission, MSW programs are structured to provide students with both academic training and experiential, *fieldwork* training. Fieldwork is the cornerstone of the MSW program, and is defined by the CSWE in the following way:

"The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (CSWE, 2008)."

Professional Social Work Competency Standards

The CSUSM MSW Program is designed to prepare students for competent social work practice as defined by the Council on Social Work Education in 2008. **CSWE's Educational Policy Accreditation Standards define the professional competencies required of all social work practitioners (EPAS; 2.1 – 2.1.10).** Competencies are defined as measurable practice behaviors comprised of social work knowledge, values, and skills. The goal of competency-based education is to ensure that students can

successfully integrate and apply the following competencies in direct practice settings with individuals, families, groups, organizations, and communities. **These ten core competencies, and corresponding practice behaviors, as outlined by CSWE, provide the theoretical framework for the program's professional curriculum and design.** The MSW curriculum at CSUSM provides integrated opportunities for students to master these competencies, as coursework and fieldwork intertwine and inform each other. In class, students learn about theories and constructs that reflect the EPAS standards, while in field, students have opportunities to practice competencies and corresponding practice behaviors learned in the classroom. EPAS competencies and corresponding practice behaviors are presented below:

EPAS Core Competency 2.1.1: Identify as a professional social worker and conduct one-self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

EPAS Core Competency 2.1.2: Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the *NASW Code of Ethics*;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

EPAS Core Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- distinguish, appraise, and integrate multiple sources of knowledge, including

- research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EPAS Core Competency 2.1.4: Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

EPAS Core Competency 2.1.5: Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

EPAS Core Competency 2.1.6: Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

- use practice experience to inform scientific inquiry; and

- use research evidence to inform practice.

EPAS Core Competency 2.1.7: Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

EPAS Core Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

EPAS Core Competency 2.1.9: Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EPAS Core Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Engagement: Social workers

1. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
2. use empathy and other interpersonal skills; and
3. develop a mutually agreed-on focus of work and desired outcomes.

Assessment: Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Intervention: Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Evaluation: Social workers

- critically analyze, monitor, and evaluate interventions.

Field Education Structure at CSUSM

Field Education within the CSUSM MSW Program aligns itself to the larger mission of the CSWE, and to the mission of the MSW program at CSUSM. The Program works in partnership with CSWE to facilitate students' integration of theory and practice, support students' development of required competencies, and enhance the students' ability to practice skills related to each competency.

The field practicum sequence structure is guided by explicitly defined academic standards which include both generalist and advanced social work practice competencies through the integration of classroom and field experiences. The terms "**field education**", "**field internship**" and "**practicum**" are used interchangeably throughout this manual.

The integration of class and field occurs through a variety of pathways, all of which are inter-related and reinforce the educational tenet that knowledge is best acquired through both didactic and practical teaching methods. Field instruction provides experiential learning opportunities that allow students to engage in relevant micro and macro practices, with or on behalf of clients; and to actively apply the social work skills, knowledge, and values introduced in the classroom. Students participate in classroom field seminars where class assignments relate to their field practicum, and are reinforced and modeled by supervisors in the field. Assignments include education on social welfare policies and programs, social work research methods, human behavior across the life span with an emphasis on cultural diversity, and a broad range of social work practice theories related to generalist and advanced work with individuals, families, groups, communities, and institutions. At CSUSM, advanced year concentration foci are 1) children, youth, and families; or, 2) behavioral health.

Fieldwork Expectations and Standards at CSUSM

Field education at CSUSM is founded on a set of expectations and standards that serve as a guide for both agency personnel and University faculty involved in Field Education. These expectations and standards include the following:

Standard I. Field education is an integral part of the translation of social work knowledge acquired in the classroom into practice skills and competencies required to perform direct social work practice with a range of populations in the community.

Standard II. Community agencies, along with the CSUSM Social Work Program, share a commitment to carry out the mission of the Program by providing the highest standard of social work education. Agencies provide experiential opportunities for students through field-based internships where professional social workers share their expertise with students. These social workers, called **Field Instructors**, demonstrate professional practice vis-à-vis social work

theories and principles of empowerment, diversity, social justice, and societal change.

Standard III. The field instructor upholds all social work values and ethics as defined by the National Association of Social Workers, provides the student with instruction about values and ethics, and demonstrates how these values and ethics form the foundation from which all social work is practiced.

Standard IV. Field education exposes students to the inextricable link between social welfare, social work practice, and the broader social contexts of socioeconomics, population demographics, and political systems.

Standard V. Field education must facilitate awareness among students about macro issues and trends in social welfare services, policy, advocacy, and justice; and how these impact and inform direct social work practice. Field instructors must help students to learn how to critically evaluate social service delivery systems, and provide opportunities for students to be part of developing and evaluating agency programs and policies that affect clientele.

Standard VI. The MSW Program is committed to ensuring that education is the primary purpose of the field work practicum. The main focus of field practicum is to acquire the skills needed to become a competent social work practitioner; the students' engagement with the agency, its clientele, and the larger community is secondary.

Standard VII. All students are expected to participate in developing a field learning agreement, completing the contracted activities and goals in the agency, and, in conjunction with the field instructor and the field faculty, evaluating their learning experiences.

Standard VIII. Field agencies are expected to develop a student learning experience that reflects an understanding and application of the CSWE 2008 Educational Policy and Accreditation Standards (EPAS).

Standard IX. Faculty, participating agencies, field instructors, and students are expected to be guided in their professional conduct by the *NASW Code of Ethics*.

The Five Components of Field Education at CSUSM

1. Field Agency: Field agencies form the foundation of field education at CSUSM. Agencies that provide field instruction have been carefully selected by the Department of Social Work based on the extent to which they are able to support the student's mastery of the ten core competencies set forth by the CSWE. The Department has an established review process to screen potential field placement sites, and only those agencies which meet the Department's criteria are utilized. Field agencies must demonstrate that they can provide students with a broad range of opportunities to gain skill in the practice of social work through experiential learning that involves work with a diverse population that includes unique client attributes such as age, culture, class, ethnicity, gender, disability, religious/spiritual, and sexual orientation. In addition, field education

agencies must provide opportunities for students to practice the following skill-building behaviors:

- Direct practice interventions with disenfranchised and un- or underserved individuals, families, and small groups;
- Direct practice utilizing a range of theoretical models and research-informed interventions;
- Assessment, diagnosis, planning and treatment; and
- Macro practice interventions focusing on community, organizational, and/or institutional change.

Additional Expectations of the Agency:

- i. Provide students with learning opportunities/experiences in all competencies in the Foundation and/or Advanced placement year;
- ii. Provide students with opportunities for direct, supervised learning with clients, social service agencies and other community resources and organizations;
- iii. Provide students with opportunities for learning directed toward understanding professional values and ethics and their applications in social work practice;
- iv. Provide orientation to, and training in working with, agency policies and procedures;
- v. Provide safety training, including policies and procedures related to exposure to blood borne pathogens;
- vi. Provide information related to agency implementation of the Health Insurance Portability and Accountability Act (HIPAA) of 1996;
- vii. Provide appropriate role definition and role modeling in professional social work behavior;
- viii. Provide opportunities to learn and to integrate empirically derived knowledge about assessment, intervention, and the use of personal and environmental resources;
- ix. Provide opportunities for students to evaluate their own practice;
- x. The agency must demonstrate acceptance of its responsibility to contribute to social work education;
- xi. Agency policies and procedures must be compatible with the values and ethics of the social work profession, including affirmation of and support for diversity;
- xii. The agency should have sufficient staff to maintain its programs without reliance on students. The activities involved in the student's assignment are to be arranged on the basis of the student's learning needs and not to supplement the personnel of the agency;
- xiii. The agency should be prepared to engage in planning with the Department of Social Work regarding student learning activities that prepare students to meet all CSWE competencies in both Foundation and Advanced years of placement;

- xiv. The agency must be willing to jointly participate in the selection and preparation of field instructors and to allow the field instructor ample time to carry out teaching responsibilities, including time to attend meetings and workshops conducted by the MSW Program. Training in field instruction is required for field instructors and is ongoing throughout the year;
- xv. The agency must allow field instructors to spend, at minimum, one hour per week in regularly scheduled supervisory conferences with their students who are in placement 16 or 20 hours per week;
- xvi. The agency will participate in the selection of students; and must be willing to accept students without discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran, or Vietnam era, or Gulf War veteran;
- xvii. The agency must demonstrate and practice policies in regard to staff and clients that prohibit discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran, or Vietnam era or Gulf War veteran.

2. Field Instructors: The agency field instructor is the primary supervisor in the field that supports the educational experience of the student assigned to the agency. In order to be qualified to supervise students, the field instructor must possess an MSW degree from an accredited School of Social Work, and at least two years of demonstrated post-degree social work practice experience. If the field instructor is not an MSW, the Social Work Department provides specialized training in social work values and ethics, and in the unique social work perspective. NOTE: Only non-MSW's with a master's or Ph.D. in a related field (counseling, psychology) and at least 2-years post-degree practice experience are eligible to supervise.

In addition to the mandatory credentials and professional experience outlined above, field instructors are responsible for the following:

- a. **LEARNING AGREEMENT:** In collaboration with the student, the field instructor develops a learning agreement that addresses several educational goals and objectives to be accomplished during the placement, according to EPAS standards. The Learning Agreement must contain specific, quantifiable, and relevant practice experiences that support student mastery of the 10 EPAS competencies. The student learning agreement serves as a guide for both the student and field instructor to determine the extent to which the student has mastered core social work competencies as set forth by the Council on Social Work Education.
- b. **SUPERVISION:** Providing weekly individual and group supervisory conferences with students. **Requirements include a minimum of one hour**

- of **weekly individual supervision** and if possible, two hours of group supervision, for a total of three hours of supervision weekly.
- c. **EVALUATE STUDENT PERFORMANCE:** Field instructors must also submit semester-end and year-end evaluations of student progress to the Department, with a recommendation for a grade of Credit/No Credit to the Field Director, based on the student's performance vis-a-vis the learning agreement.
- d. **INVOLVEMENT WITH THE CSUSM DEPARTMENT OF SOCIAL WORK:** New field instructors are required to participate in a mandatory 20-hour Field Education Workshop provided by the MSW program to help ensure a thorough understanding of the field program practice behaviors, processes, requirements, and deadlines. Continuing field instructors must attend a mandatory yearly training in order to be recertified as a field instructor in the subsequent year. Field instructors must be available each semester for a site visit from a CSUSM field faculty liaison who monitors the student field internship experience. Field instructors are also expected to share relevant information and expertise that will enhance the MSW program at CSUSM.
- e. **CODE OF ETHICS:** The field instructor must practice according to the standards and values outlined in the *NASW Code of Ethics*.

3. Field Education Director: The Field Education Director handles the following responsibilities:

- a. **FIELD PLACEMENT PROCESS:** Planning and coordinating the field placement process, to include on-going development of agency field sites.
- b. **FIELD POLICIES:** Developing and implementing field policies.
- c. **AGENCY DIRECTORY:** Maintaining a current agency directory to assist students in the field placement process.
- d. **STUDENT INTERVIEWS & PLACEMENTS:** Interviewing and placement of MSW students into field placements.
- e. **MONITOR AGENCY'S ADEHERENCE TO MSW PROGRAM EXPECTATIONS:** Interview and monitor agencies and potential field instructors to assure that field agencies provide appropriate experiential and educational experiences for students, consistent with the ten EPAS competencies.
- f. **MEDIATION:** Resolve any problems that may arise during placement.
- g. **LEARNING AGREEMENT:** Assist the student and agency field instructor with understanding how to develop the learning agreement. This learning agreement specifies goals, expectations, and assignments for which the student is responsible.
- h. **FIELD SEMINAR:** Teaches a field seminar that augments students' field education.
- i. **DEVELOP AND CONDUCT FIELD INSTRUCTOR TRAININGS:** Provide comprehensive field instructor trainings (20 hours) to all new field instructors, and a yearly mandatory training for all continuing field instructors.

- j. **MAINTAIN REGULAR CONTACT WITH FIELD FACULTY, FIELD INSTRUCTORS AND FIELD AGENCIES:** The Field Education Director provides field faculty and field instructors with necessary curriculum materials and other available resources to facilitate student learning. This includes a website for field instructors that include all field documents, training materials, and news updates. The Field Director holds regular phone conferences with field instructors in order to maintain regular contact and support their on-going participation in field education program development.
4. **Field Seminar:** Each semester students are in field placement, they enroll in Field Instruction Seminar, for a total of 12 units over their four semesters in field. Field seminar meets for two hours each week for foundation year students, and every other week for concentration year students, with the goal of enhancing students' learning in field education internships, and as a forum for students to share experiences gained in field placement with their peers. First year and second year field seminars have different emphases, with second year seminar building upon skills learned in first year seminar. Generalist practice and advanced practice placements must be completed in different agencies, in order to broaden the experience and skill set of the student. The policy on grading student performance in field seminar is discussed in this manual under "Policy on Academic Credit for Field".
 - a. **Generalist Practice Field Seminar Sequence: MSW 540 & 541.**

The core competencies and practice behaviors in the first year of field align with the competencies in the MSW generalist curriculum. The Generalist Practice Field Seminar sequence begins with a two week **pre-field** workshop, titled "**Preparation for Practice**". These workshops are the orientation to field education which allows the Field Director to assess the student's readiness for field and help prepare them to engage in field practicum. In order to prepare students for the field practicum, the preparation workshops focus on beginning social work skills such as communication, professional boundaries, use of supervision, and overview of the CSWE ten core competencies and corresponding practice behaviors that must be mastered. The *NASW Code of Ethics* is also introduced to students in the pre-field workshops, and it is expected that students become familiar with the Code before entering into the field practicum. After the pre-field workshop, the seminar instructor assesses each student's readiness to begin field, based on pre-posttest analyses of student awareness and understanding of the topics discussed in the pre-field workshop. Upon commencement in field, and in collaboration with the field instructor, each student develops a field learning agreement. Once students are into the practicum setting, the field seminar shifts focus and supports student mastery of competencies through didactic and interactive methods in the classroom that build a generalist foundation for practice. This includes focus on working with diverse individuals, families,

groups, organizations and communities. The seminar also focuses on client engagement, case planning, beginning assessment, and intervention skills and techniques.

b. Advanced Practice Field Seminar Sequence: MSW 642 & 643.

The core competencies and practice behaviors in the advanced practice field seminar build upon the generalist practice experiences learned in year 1. The advanced practice field seminar sequence begins with the development of a field learning agreement and analysis of the agency. The focus then shifts to applying advanced clinical social work practice skills with diverse populations in a specialized area of practice: Children, Youth, and Families; or Behavioral Health. Practice in mastering skills specific to specialized populations is emphasized in the advanced field seminar, where students participate in classroom exercises that complement what is being learned in field practicum.

- 5. Field Internship:** The objective of the field internship is to provide students with practice experiences that complement the concepts, theories, principles, and knowledge base presented across the entire MSW classroom-based curriculum. The Department expects field internship to provide students with opportunities to test and reinforce the knowledge base of ALL classroom courses. The following description details important policies and information related to hours/duration of internship, and specific tasks to be accomplished that correlate to learning outcomes and competencies:

- a. **FIELD INTERNSHIP HOURS:** Students participate in internship during four semesters in the MSW program. **Students are required to complete 512 hours of field practicum their first year in field and 620 hours their second year, for a total of 1132 hours of field practicum.** In their first year in field, students must complete 16 hours of field internship each week of the 15 week semester; and must commit to eight consecutive hours for each of the two days in field. In their second year in field, students must complete 20 hours of field internship each week of the 15 week semester; and must commit to eight consecutive hours two days in practicum, and an additional four hours on the third day in practicum. **Generally, field internship hours and days are Monday, Wednesday, and Friday between 8:00 am and 5:00 pm. IMPORTANT NOTE: THE MSW PROGRAM DOES NOT PROVIDE WEEKEND OR EVENING PLACEMENTS.**
- b. In the winter intersession (between the end of the Fall semester and the beginning of the Spring semester), students are expected to return to their field placement in early January. The student's professional responsibilities for client services are foremost, and for minimal disruption to clients' continuity of care, students return to field prior to returning to the classroom.

- c. **Policy on Field Internship Hours & Days:** Field internship hours are during regular agency business operating hours, which are generally Monday-Friday, 8:00 AM - 5:00 PM. **Please be aware that field days can occur Monday, Wednesday, OR Friday, for foundation year students. Students must determine with their field instructor which combination of days will work best for the agency and field instructor. Thus, students must make themselves available for field on each these days. Once an agreed-upon weekly schedule has been set forth, the student must adhere to this schedule. Changes to field schedule can only be initiated by the field instructor and/or Field Director. It is the policy of the Department of Social Work that students cannot switch internship days once they commence field practicum.**
- d. It is the student's responsibility to arrange their schedule so that they are available for field internships on the required field internship days/hours set forth by the Department and agency. **The Department does not waive nor change internship days/hours to accommodate a student's schedule. (This includes a student's work schedule.)** All field agencies require pre-screening background checks prior to commencement in the field practicum. These screenings may include (but are not limited to) finger-printing/live-scan, TB or other health related screenings, and drug screenings. **It is the student's responsibility to pay all costs related to agency clearance requirements.**
- e. **ADDITIONAL POLICIES RELATED TO FIELD INTERNSHIP HOURS, BREAKS, AND LOCATIONS:** The following are specific policies related to holidays, banking of internship hours, breaks, attendance and absences, and locations:
- i. Fieldwork hours must be gained throughout the academic year at 16 hours each week during year one, and 20 hours each week in year two. Students may not complete fieldwork hours prior to the end of the fieldwork period. Extra hours gained are not transferable from week to week, nor from one semester to another (i.e., there is no "banking" of hours past the weekly required number of hours or in-between and/or beyond semesters).
 - ii. **Students are required to take a lunch break, either 30 minutes or 1 hour in length. This time is not included in the 16 or 20 hours per week calculation of hours.** Therefore, the student is actually in field internship either 8.5 or 9 hours each day, depending on whether they take a half hour or one hour lunch break. Determination of whether the lunch break is 30 minutes or 1 hour in length is made by the field instructor and may vary by agency. The student must adhere to the agency's policies on duration of lunch break.
 - iii. Students are expected to adhere to the scheduled Fieldwork Calendar for all fieldwork activities, including beginning and ending

dates of fieldwork, and identified winter/spring break periods. Any variation requires clearance from the field instructor, with written notification to the Director of Field Education.

- iv. Students are not required to be in fieldwork on university holidays; however, arrangements must be made with the field instructor regarding potential client issues. University holidays are indicated on the Fieldwork Calendar, and typically include: Veterans' Day, Thanksgiving Day and the day after, Winter Break (first three weeks), Martin Luther King Day, Caesar Chavez Day, and Spring Break.
- v. It is the policy of CSUSM to respect students' observance of their major religious holidays. **No student will be penalized for missing field due to religious reasons; however, students are required to make up the hours missed at another time within the term.** If a suitable arrangement cannot be worked out between the field instructor and the student, the instructor should consult with the Director of Field Education. Ultimately, it is the student who is responsible for completing the required number of hours.
- vi. Absences due to illness do not need to be made up if the student is absent not more than 1 full day (8 Hours) per semester. **If a student is absent from field more than 1 day (8 hours) from field in a semester, s/he must make up each additional day (hours) missed.** See section in the manual for policies related to attendance in field, for issues related to excessive absences in field.
- vii. Students called for jury duty may request a form for postponement to another date that falls outside the academic year.
- viii. Should it become necessary for a student to be absent from field for a period that exceeds two consecutive weeks (or four days), an assessment will be conducted by the Director of Field Education to determine the impact of these absences on the educational requirements/contract of consistent participation in field and the student's ability to return to field. It is the sole discretion of the Field Director whether or not the student can return to field after a prolonged absence exceeding two weeks, OR if the student must make up the field practicum in a subsequent semester. If the student is required to make up the field practicum, the student will receive a grade of "No Credit" and graduation may be delayed.
- ix. Students cannot use the same field practicum site in their foundation and advanced year.

- a. **FIELD INTERNSHIP CASE ASSIGNMENTS:** Agencies are required to provide students with a breadth of case assignments that reflect diversity vis-à-vis culture, gender, age, sexual orientation, and SES. Foundation year students (1st year) in the generalist practice track must have both micro and

macro practice experiences with individuals, families, groups, organizations and communities. Concentration/Advanced year students (2nd year) must have clinical practice opportunities that focus on specific “concentrations” in behavioral health or children, youth, and families. It is the expectation that field instructors provide learning opportunities that are rich, multicultural, and challenging.

FIELD INTERNSHIP SUPERVISION: Ideally, students in the field will have three hours of supervision time each week. **One hour of individual supervision each week is the *minimum requirement* of the program, to be provided by a professional social worker with an MSW degree or related, who also has at least two years post-graduate social work or related experience.** A task supervisor, or preceptor for the field instructor, can also supervise if they possess expertise in the specific area of practice, and are approved as secondary supervisors by the field instructor. Task supervisors supplement the education of MSW students by providing additional time, support, and training. Group supervision may also be provided by the agency, and may be in the form of multi-disciplinary team meetings, or in conjunction with other graduate students and/or staff of the agency.

Field Placement Processes and Monitoring Students in Field

1. Criteria for Admission into Field Internship

a. Successful Background Check and other Mandatory Agency Screenings:

As a condition of acceptance into the field education program, all students are required to disclose any criminal history involving arrests and/or convictions. This information is essential to have before the student’s entry into the field program in order to provide effective field placement planning assistance. **Students with a history of arrests or convictions are made aware in advance of acceptance into the MSW Program that prior arrests or convictions may prohibit placement in certain agencies, make students ineligible for stipend programs, and may even result in termination from the MSW Program, if they cannot be placed in a field agency due to inability to pass a background check.** Agencies routinely conduct background and/or criminal history checks, and students must adhere to these clearance checks as required by the agency. **NOTE: Fingerprints, background checks, drug screens, TB tests, and other related tests are conducted completely at the discretion of the field agency and are not a requirement of the MSW Program. Students must comply with all agency screening requirements. NOTE: Financial responsibility for background checks and other pre-field screening tests lie with the student.**

b. Successful Agency Interview: Students must successfully pass the agency interview and be accepted as an intern with the agency. If a student is not successful in the interview, the Field Director will work to find another agency that may be a suitable alternative for the student. Students who do not pass the agency interview, whether in foundation year or concentration year, may not be eligible for the field seminar/internship sequence. Students are advised that this could delay their start in the field education program, which may cause a delay in graduation. Additionally, depending on the student's professional behavior, adherence to the NASW Code of ethical conduct, and/or reasons for not passing the interview, the student may become ineligible for field after one interview only. Students who fail a second field internship interview may be subject to termination from the MSW Program.

c. Successful Completion of the Pre-Field Workshop: Foundation year students participate in a pre-field workshop during the first two weeks of the fall semester, as part of their first two field seminar classes. Students must successfully pass a post-test field readiness assessment with a score of 75% or better, prior to commencement in field internship. Details on the pre-field workshop are explained in this field manual in the section titled "Generalist Practice Field Seminar Sequence: MSW 540 & 541".

2. Timeline of Field Placement

a. **Foundation Year Students:** Foundation year students are matched to a field practicum site by the Field Director. The Field Director reviews each student's resume and personal statement from their program application and takes into consideration many student variables including: previous experience, future career goals and professional interests, learning experiences available through the agency, field of practice, and special needs. Foundation year students receive information on the agency where they will be placed at the new student orientation, prior to the first day of classes. In foundation year practicum, students must complete a combination of micro, mezzo, and macro learning experiences in their placement, as well as master all foundation competencies and practice behaviors. **IMPORTANT NOTE: Students MAY NOT find their own field placement. A student who attempts to obtain a field placement without the consent of the Field Director will be cited for unprofessional conduct and put on probation.**

b. **Concentration/Advanced Year Students:** Assignment and placement of concentration/advanced year students is made on the basis of student educational needs, as determined by the Field Director with input from the student. In order to broaden knowledge and skills, students are encouraged to consider settings which significantly differ from their previous experiences in the foundation field education experience. Together, the Field Director and student identify several potential field education sites from those that are

available, and that meet curricular and accreditation requirements as developed in the student's learning plan objectives. The student then interviews with their first placement choice. It is the agency's decision whether or not to take a student. If the first choice for placement is not available, the student will interview with second and third choices until an agency placement is secured. Placements must support competency development within a particular area of concentration (children, youth, and families or behavioral health). **IMPORTANT NOTE: Students must receive approval from the Field Director PRIOR to contacting any agency, or any professional in the community, that is connected to a potential field placement – for purposes of procuring a field internship. Students who do not follow this policy and procedure will be cited for unprofessional conduct and put on probation.**

3. Field Placement Interviews

a. **Foundation year students:** Once the student has received a placement referral from the Field Director, the student will contact the agency directly to schedule the required in-person interview. Students must make arrangements with the agency to interview within one week of making agency contact. Although the student's placement at the referred site has already been determined by the Field Director (unlike advanced year students), foundation year students should be prepared to interview as they would for a job. At the interview, it is the student's responsibility to bring a resume, be prepared to talk about a schedule for beginning the internship, and be prepared to undergo background checks and other pre-internship screenings as required by the agency.

IMPORTANT NOTE: Students are assigned field placements in the foundation year and thus they must accept the internship they are assigned. Students MAY NOT decline an internship assigned to them. Only in compelling reasons that specify extreme hardship (that must be documented), will the Department consider an alternate placement for a first year student who requests an alternate placement. The final decision whether to accept or deny a request for change in placement lies with the Department. If a student is granted the request to be placed in an alternate internship site, the student may not make a second request if they do not want to take the 2nd placement assigned to them. In such cases, the student will not be allowed to start in field practicum which will cause a delay in graduation.

b. **Advanced/Concentration year students:** Advanced year concentration students will begin the internship process for Year 2 in the spring of their first year. This begins with the student researching and identifying at least three internship sites that match their concentration. The MSW program has a list of approved agencies that is continually updated to reflect the most up-to-date list of field placement opportunities. After meeting with the

Field Director to determine if these sites meet requirements for concentration and competencies, the student must make contact with each agency and set up an interview. These interviews must be completed before the end of the student's second semester. As in Year 1, students should consider the interview as similar to an interview for employment. The interview process for concentration year MSW students is competitive, and students should be prepared for the interview by bringing an updated resume that reflects experience earned in their foundation year internship, as well as a Learning Plan that outlines goals and objectives to be accomplished in the concentration year internship. It is entirely the choice of the agency whether or not to invite a student for an internship. After interviews are completed, the agency will contact the MSW Field Director with their choice for students. Students who are not selected from their first interview will work with the Field Director on choosing among second and third ranked internship choices.

4. Monitoring the Field Placement

Field faculty conduct agency site visits each of the four semesters that a student is in their field practicum, to monitor student progress and ensure that the agency and field instructor are meeting the student's learning needs. The fall site visit occurs within the first month of student commencement in field. The spring site visit occurs in the middle of the semester. The field faculty liaison is responsible for scheduling visits, and also for regular check-ins with all field instructors. A site visit includes the CSUSM field seminar faculty, the agency field instructor, the preceptor (if applicable), and the student. At the visit, the field faculty reviews the Learning Agreement with the student and the field instructor, to ensure that the agency is providing the student with the specific practice opportunities outlined in the Learning Agreement. The field faculty also discusses with the field instructor and the student what is going well in field, any potential issues that need to be addressed, and/or any concerns.

Safety Practices in the Field

It is the expectation of CSUSM that all MSW students become familiar with, and abide by, the specific policies and procedures of the agency in which they are placed for internship. Agencies must provide students with an orientation to the agency, through which agency specific safety policies are addressed. It is also expected that the student abide by the professional code of conduct for social workers, the *NASW Code of Ethics*. Agencies must develop a fact sheet for MSW interns that give specific details on Agency safety policies including screening requirements such as fingerprints, background checks, and health tests; as well as issues related to risk management which include peripheral issues such as mileage reimbursement policy. Additionally, field instructors must make students aware of all agency policies regarding laws on confidentiality and mandated reporting laws.

1. Expectations of Students and Agency Specific Policies Related to Safety

a. **MSW Intern Orientation to the Agency:** The MSW Program at CSUSM promotes the safety of each student engaged in the internship experience by ensuring that agencies educate interns on all safety policies through an initial agency orientation. Agencies must provide a thorough orientation before internship commences, to ensure the student is familiar with all agency safety policies and procedures. This orientation experience will be documented by the agency by completing the Field Orientation Checklist (see Field Orientation Checklist), signed by both the field instructor and student, and placed in the student's file. In addition, the employee handbook of the agency should be provided to and discussed with the student.

The orientation on safety procedures by the agency should include the following:

- i. Protocol for home and community visits (including preparation for a visit, knowing the neighborhood, safety during the visit, and emergency procedures);
- ii. Building safety, after-hours policy;
- iii. Protocol for earthquake, fire and other natural disasters;
- iv. Protocol for working with agitated and/or unstable clients;
- v. Protocol for dealing with hazardous waste, if applicable;
- vi. Any other agency specific safety policy or procedure.

b. **Incidents/Injuries at the Site:** All occurrences of injury must be reported immediately to the student's field instructor or to another program manager or supervisor at the site if the field instructor is unavailable. Students requiring basic medical care will need to seek treatment at the hospital, or from their own physician's office.

c. **Professional Liability Insurance & Risk Management:** All students in the internship are covered under Student Professional Liability Insurance, Category III provided through the CSU system (CSU Chancellor's Office, 2008). There is no coverage on University holidays and campus closures.

d. **Ethical Practice and Confidentiality:** Students shall maintain client confidentiality at all times during the field education experience to adhere to professional conduct of the *NASW Code of Ethics*. Field instructors will educate students on issues of ethical practice and confidentiality. Students may share general information in field seminars for educational purposes, but should never reveal the name or other identifying information of a client. Students are required to become familiar with, and adhere to, the specific policies of their agency regarding sharing of information.

- e. Reporting Mandates:** Students are expected to become familiar with the legal mandates and professional responsibilities for reporting suspected child abuse and neglect, elder abuse and neglect, and danger to self or others; and to make such reports as the law requires. In the event that a student must make a mandated report, they should first notify their field instructor and obtain immediate consultation. If the student's immediate supervisor is not present at the agency at the time of the incident, the student must inform another agency administrator. Failure to make a mandated report is deemed questionable professional conduct and may affect the student's final grade in the field practicum.

Professional Conduct in Field and Procedures and Policies to Address Unprofessional Conduct and/or Performance Issues in Field

Professional Conduct in Field: Because of the nature of professional social work practice, the Social Work program has different expectations of students than do non-professional degree programs. Social workers traditionally serve vulnerable and/or disadvantaged populations. Social work programs have a responsibility to protect consumers, and to ensure that social work students are competent to begin practice and meet professional ethical standards. CSUSM's MSW program policies are linked to students' abilities to become effective social work professionals, and are provided so that students and faculty can be clear about expectations and procedures to address professional behavior concerns. Students are held accountable both as representatives of the social work program at CSUSM, and of the social work profession. Students are expected to abide by the *NASW Code of Ethics*, and to uphold the rules and procedures of their practicum placement agencies. The Social Work program requires students to demonstrate professional demeanor, appropriate relationships, and ethical behavior at all times. **IMPORTANT NOTE: Failure to comply with any NASW standard of ethical behavior, or engaging in any unprofessional conduct may result in one or more of the following: delay in commencement; delay in or removal from, field internship (until the student can demonstrate appropriate professional behavior and/or adherence to NASW standards); receipt of a failing grade in field; mandatory repeat of the field sequence; and/or termination from the Social Work program.**

Unprofessional conduct and/or inadequate performance in Field: Should concerns arise regarding student performance and/or professional conduct in field, by either the field instructor, field faculty, or other MSW Department faculty, appropriate attention to the issues raising concern will be given so as to remediate student performance. As soon as a concern arises, the student will be notified verbally, and may receive a Statement of Concern (SoC) developed by the Field Director and the MSW Program Director. Detailed instructions on how the concerns are to be addressed will be explained in a meeting with the student,

and a copy of the SoC will be placed in the student's file. It is the responsibility of the Department of Social Work faculty to support students in understanding why their performance has become a concern, and to work with the student to address the issues, correct any performance concerns in a reasonable timeframe, and help the student be retained in placement. In serious cases, where the student has engaged in clearly unethical and/or egregious behavior, termination from placement, or a delay in beginning in field internship may warranted.

It is the student's responsibility to adhere to professional conduct at all times in the field, and to demonstrate the ability to meet the requirements of the intern position. If a student is unclear about what constitutes appropriate professional conduct, s/he should consult with the Field Director and review the *NASW Code of Ethics*. Should barriers to the development of professional practice on the part of the student be identified by the field instructor and/or task supervisor, it is their responsibility to assist the student with resolution of the behavior causing concern. Barriers may include unprofessional/unethical conduct in the agency; failure to perform assigned tasks or activities (including excessive absences or not fulfilling required weekly internship hours); failure to assist clients with their needs; and/or failure to demonstrate social work competencies as expected at various time points in the practicum sequence. Should any of these behaviors occur, the field instructor shall notify both the student and the Field Director immediately, and the following policies and procedures shall be followed:

1. **Specific Policies and Protocol to Address Performance Issues in the Field**

- a. **Level I - Student and Field Instructor Conference:** The field instructor raises specific issues of concern with the MSW student in a meeting, and corrective action steps for remediation are identified. This must occur as soon as the field instructor becomes aware of any unprofessional conduct, deficiencies in competencies, or other issues related to field work on the part of the MSW student. The field instructor must develop a written plan of action with specific tasks and timelines for remediation of competency deficiencies or unprofessional conduct issues. It is the discretion of the Field Instructor regarding the timeline of remediation as stated in the action plan, and when re-assessment of the student's progress will be completed. Issues not satisfactorily resolved at the time of the re-assessment will result in proceeding to Level II. **Please see important note at end of this section for unexcused absences from field. Unexcused absences from field supersede the Tiered Protocol to address performances in field. Students who violate attendance policies can be terminated from field and from the MSW program.**
- b. **Level II - Field Instructor notifies student and Field Director:** The field instructor must contact the Field Director as early as possible to make the

Director aware of issues and concerns; and the previous failed attempt at remediation. At Level II, a team meeting will be held including the student, the Director of Field, and field instructor. At this meeting, identified problems will be reviewed, as well as prior efforts at remediation, and obstacles to resolution. Following the three-way conference, a formal written addendum to the student's original learning plan is developed that identifies the specific tasks and activities that must be addressed by the student, with a specific time frame for remediation, and the consequences of not meeting these requirements. This formal written addendum is placed in the student's file. All parties will meet again at the end of the remediation timeframe (not more than 4 weeks after Level II meeting).

- c. Level III - Termination of Field Placement:** If extending time in the field does not result in improved competence and/or professional conduct at the internship site, the student will be suspended from the field experience for the academic year. This decision is at the discretion of the Field Director. If a student is terminated from field prior to the end of the semester, s/he will not receive credit for the practicum and the seminar. Should this situation arise, the student will be required to enroll in both the field and practice sequences during the subsequent academic year. **NOTE: It is the policy of CSUSM that students who are unable to be successful in the field practicum due to issues of performance and/or unprofessional conduct are subject to termination from the MSW program after two failed field placements.**

Level II and/or Level III field interventions described above will also likely trigger the MSW Program Professional Standards Resolution Process (see MSW student handbook for detailed description of this process).

IMPORTANT NOTE: If an agency must terminate a student due to reasons beyond the student's control and not due to unprofessional conduct on the part of the student, the department views this as a disruption in field practicum – not a termination. Under such a circumstance, the field department will re-assign a student to an alternate field practicum site, and all hours accrued by the student in the previous agency will count toward required practicum hours.

EXCEPTIONS FROM CORRECTIVE ACTION PROTOCOL/POLICY TO ADDRESS PERFORMANCE ISSUES IN FIELD:

1) **ABSENCE FROM FIELD:** If a student does not attend their required weekly hours in field internship, and does not contact the field instructor to provide an adequate and approved reason for failure to attend, the student is at immediate risk of losing their placement and at risk of being terminated from the MSW Program for unprofessional conduct. Because field internship

is considered the signature pedagogy of an MSW education, and a critical way in which a student develops social work skills and competencies, unexcused and excessive absences from field internship are considered a serious academic infraction. If a student cannot prove through written verification in the form of a timesheet, that they did attend field the required number of weekly hours, they are subject to immediate termination from the MSW program. The decision to terminate a student from the program due to unsatisfactory performance in field will be made by the Program Director in consultation with the Field Director.

2) UNPROFESSIONAL CONDUCT PRIOR TO COMMENCEMENT IN FIELD: If at any time prior to a student beginning their field internship there is evidence of unprofessional conduct and/or student failure to adhere to the *NASW Code of Ethics*, the Department will implement the disciplinary procedures outlined in the MSW Student Handbook, and the student may not be allowed to begin field internship until the behavior(s) of concern is remediated.

2. Interruption of Field Sequence

- a. **Possible situations that interrupt the timely progression of the field sequence other than student performance include:** a documented medical condition, pregnancy, or hardship for the student or family member; or another unforeseen situation that disrupts the student's progress in the program. Should this type of a situation occur, the student may be required to re-enroll in the field seminar and corollary practice courses, as well as begin a new field placement the following academic year. This will most likely cause a delay in graduation. The student may proceed with other courses, but cannot proceed to the advanced year of the field sequence until successful completion of SW 540 & 541 has been achieved if the interruption in sequence occurs in year 1 (Year 2 for part-time students). Students who are unsuccessful in their second placement due to interruption in field sequence (for reasons unrelated to competency or conduct issues) may be given an extension of up to one year to complete the advanced year seminar and field practicum. **NOTE: Students granted this exception will have only one additional year to complete the advanced seminar and field internship. Failure to complete both the advanced seminar and field internship in a timely manner may result in termination from the MSW program and inability to graduate with the MSW degree.**

Field Policies and Procedures at CSUSM

The following are CSUSM Department of Social Work policies regarding: **1) Academic credit, 2) Grading for field education, 3) Attendance, 4) Use of employment, 5)**

Insurance; 6) Travel and transportation; 7) Change of placement and early termination of placement; 8) Termination from field placement; 9) Confidentiality; 10) Drug and alcohol policy in the field; 11) Weapons in the field; and 12) Sexual harassment.

1. **Policy on Academic Credit for Field Education:** In order to receive academic credit, foundation year students must complete **512** hours in field practicum, and concentration year students must complete **620** hours of field practicum in an agency placement. Foundation year students begin their field placement internships the second week in September, after the pre-field orientation. Concentration year students begin field internship the first week of September. All students remain in the internship until the end of the academic year, which is the second week in May. Students will have a short winter break in December, but are expected to return to their field placement by the second week in January.

2. **Policy on Grading for Field Seminar & Field Education:** Field faculty is responsible for submitting grades for students in field seminar & field practicum. All field courses (SW 540, 541, 642, and 643) are graded on a Credit/No Credit basis. **Students must receive a grade of *Credit* for each course in order to progress to the next course in the field sequence. To receive a grade of *Credit*, the student must: 1) demonstrate professional conduct in the field; 2) complete the minimum number of required field hours; and, 3) meet all requirements of the field seminar course.** The field seminar course syllabi contain specific information on course assignments, grading policy, and due dates for each assignment. The field seminar instructor reviews this information with students at the start of each field seminar sequence.

Grading for Field Education is based on the following:

- a. **FIELD LEARNING AGREEMENT:** All students must complete a field Learning Agreement with their field instructor. This agreement forms the basis for first and second year evaluations.
- b. **PERFORMANCE EVALUATIONS:**
 - i. Field instructors must complete the **FIRST SEMESTER SKILLS EVALUATION** at the end of the first semester. This is part of the Learning Agreement.
 - ii. Field instructors must complete **THE FINAL EVALUATION** at the end of the year. This is part of the Learning Agreement.
 - iii. **STUDENTS CANNOT RECEIVE A GRADE IN FIELD SEMINAR WITHOUT THESE EVALUATIONS** (See Field Instructors' Responsibilities).
 - iv. Evaluations are sent to the field seminar faculty who consider this information when evaluating student seminar performance, and a grade determination of Credit/No Credit is made.

c. FIELD COMPETENCIES: Field agencies are asked to provide tasks and skills in the field that address the competencies outlined in the CSWE Educational Policies and Accreditation Standards, as described in this Manual. Students are assessed on specific learning objectives that define key practice behaviors rooted within these ten core areas of social work competence. Student mastery of these competencies is evaluated by the field instructor, and forms the basis for their recommendation of either a grade of Credit or No Credit. The recommendation of Credit/No Credit from the field instructor is given to the CSUSM field faculty, who makes the final decision on whether to give student a grade of Credit or No Credit.

Students ranked as poor or unsatisfactory will receive a grade of No Credit and must repeat the field course and the field hours associated with that course. Students will not be allowed to advance in field until a grade of Credit is earned. Incomplete grades are issued only in exceptional situations (e.g., medical conditions, emergency, etc.), and only when the student has completed a minimum of 75% of all course requirements (hours in field, attendance in seminars, and required assignments in both classroom and field). Incomplete grade contracts must be completed by the student and the Field Director. Extension of time in the field placement must be negotiated with the agency, with the approval of the Field Education Director. **STUDENTS WHO RECEIVE A GRADE OF NO CREDIT WHEN REPEATING FIELD EDUCATION FOR A SECOND TIME WILL BE DISQUALIFIED FROM THE MSW PROGRAM.**

- 3. Policy on Attendance in Field Practicum:** Students are expected to be at their field placement every week of the semester according to the Field Education Program calendar. It is the student's responsibility to contact the agency field instructor immediately (and in advance) if they must miss a day in field placement. The student will need to make arrangements with the field instructor to make up any missed time. **Foundation year students must complete a minimum of 240 field practicum hours in the Fall semester and a minimum of 272 hours in the Spring semester in order to receive credit each semester. Concentration year students must complete a minimum of 280 field practicum hours in the Fall semester and a minimum of 340 hours in the Spring semester in order to receive credit for each semester. Students must thus complete a total of 1132 field practicum hours over 2 years.**

Students are granted one absence from field each semester for illness. The student is not required to make up these field days. If however, a student is absent from field for more than 1 day, the field instructor will contact the Field Director and the student will receive a written warning. **If the student is absent again, after a written warning, s/he is subject to removal from the field agency, or subject to a grade of Incomplete or No Credit for the course**

AND/OR subject to termination from the MSW program. Please see pages 25-26 for exceptions to this policy.

If a student receives an Incomplete or No Credit grade for the field practicum/seminar, the student must clear the Incomplete or No Credit grade and complete all field requirements BEFORE progressing to the next field sequence course. Failure to clear the Incomplete or No Credit as detailed above will result in one or more of the following corrective actions: 1) the student needing to withdraw from classes, repeat field and the seminar in the following academic year; and/or 2) termination from the MSW Program. The decision about which correction action plan to be taken rests solely on the discretion of the MSW Department Chair, in consultation with the Director of Field.

4. **Policy on Use of Employment as Field Practicum: The Department of Social Work DOES NOT allow use of one's employment as a field placement.** A student cannot be both a learner and a paid employee simultaneously, as these are separate and distinct roles with different sets of expectations. In an employment setting a student is expected to perform specific functions that benefit the agency in a way that places learning as secondary, thus relegating the role of student intern as peripheral. Students are allowed to participate in a field practicum at the same agency where the student is employed, provided that the learning and supervision is distinctly different than the student's employment duties.
5. **Policy on Malpractice Insurance Requirement in Field Practicum:** All students entering internships in the CSUSM Department of Social Work are covered by the CSU group policy for professional liability while in the field during the academic year.
6. **Policy on Travel and Transportation in Field Practicum:** Students must provide their own transportation to and from the placement site. This practice requires that students have a valid CA driver's license and automobile insurance. Any travel reimbursement is to be arranged between the student and the agency. The University does not reimburse students for field internship transportation related costs. Students who agree to use their own cars for business purposes at the agency must provide the agency with proof of appropriate insurance coverage. Students must be prepared to travel up to 1 hour or more EACH WAY for field internship. Students are responsible for all costs related to transportation to and from field internship. Pursuant to university policy, under no circumstances shall a student intern transport a client in his or her personal car.
7. **Policy on Change of Placement in Field Practicum:** Commitment to the client population and to the agency in which the student has decided to complete

his/her internship is considered a basic aspect of professional behavior and correlates with the *NASW Code of Ethics* on professional social work behavior. Students are placed in agencies that reflect and promote the department's best judgment regarding the student's educational and professional development. Therefore, students are required to remain in the agency in which they were placed for the entire academic year. Changes in agency placement may be made ONLY with the permission of the Field Education Director, who will consult with the student and the student's field instructor. Placements may need to change if the learning agreement or placement contract between the student and the agency has been broken BY THE AGENCY as a result of the agency closing, the field instructor leaving, and substantial structural changes in the learning agreement instituted by the agency and which cannot be resolved by the student, CSUSM, and agency. **Please be aware that students will not be granted change in internship site for any of the following reasons: 1) distance of agency from student's home; 2) commute time to-from internship location; 3) student dislike of internship dates/times; 4) student dislike of the agency/population.** While every effort is made to accommodate student's geographical residence when considering practicum site, students should be prepared to travel up to 1 hour or more each way to reach their internship site, be prepared to incur the cost of gas, public transport, or other costs associated with travel to and from internship location, and must be available to be at the field practicum 16-20 hours each week, which can be either Monday, Wednesday, or Friday. Students will not be granted special dispensation for field internship days/hours based on work schedule, other personal commitments and/or personal preferences.

8. **Policy on Termination from Field Practicum:** Placement in an agency for an internship is the educational responsibility of CSUSM and is a decision that rests with the Director of Field Education. Termination from an internship therefore rests with the Department. The decision to terminate an internship is made after consultation with the student, the agency, and the Field Director. Please read the section in this manual on Procedures to Address Issues in Field.
9. **Policy on Confidentiality in Field Practicum:** Students are to comply with all agency and legal policies and procedures regarding confidentiality, adhere to the letter and spirit of the Department's Code of Conduct, *NASW Code of Ethics*, as well as the laws of the State of California. Educational exercises and assignments must ensure client confidentiality. Students are to comply with mandatory reporting requirements.
10. **Policy on Field Instructor Trainings:** It is the policy of the Council on Social Work Education that accredited schools of social work provide trainings for field instructors so they become knowledgeable about, and proficient in, providing field instruction that corresponds to established standards and competencies required for mastery among social work students (CSWE, 2008). The CSUSM Department of Social Work is grateful to all field instructors and their respective agencies, who

have committed themselves to advancing the knowledge and expertise of emerging social workers through participation in field instruction. To that end, the CSUSM Department of Social Work has designed a Field Instructor Training Program that is both dynamic and informative, and also allows for flexibility of scheduling so as not to unduly burden field instructors. This one-time Training Program for new field instructors consists of four (4) modules; two (2) of which are conducted on site, at CSUSM, each Fall semester. The remaining two (2) training modules are offered on-line, through the MSW Program Website. The program will offer an annual workshop for field instructors with guest speakers and lectures on specialized clinical interventions and modalities.

Note: The CSUSM Extended Learning Department will offer Continuing Education Units to field instructors/task supervisors, who are California BBS licensees. Licensed instructors and task supervisors must register and complete the CSUSM MSW Trainee Profile sheets to be eligible to receive CEU's.

11. **Policy on Drugs and Alcohol in Field Practicum:** The CSUSM Field Education Program has a zero tolerance policy for drug and alcohol use by students in the field. In keeping with the *NASW Code of Ethics* which stipulates professional behavior standards for social workers, while in the field, interns must be in appropriate mental and physical condition to perform their duties in a satisfactory and professional manner. This includes refraining from being under the influence of any illegal substance, OR possessing, distributing, or attempting to distribute alcohol or any illegal substance, while on agency internship premises OR while conducting business related activities off premises. Violations of this policy will result in immediate corrective action to include termination from the internship and the MSW Program.
12. **Policy on Prohibition of Weapons in Field Practicum:** Consistent with California law and California State University policy (<http://government.westlaw.com/linkedslice/default.asp?Action=TOC&RS=GVT1.0&VR=2.0&SP=CCR-1000> ; <http://www.calstate.edu/EO/EO-970.html>; <http://www.leginfo.ca.gov/calaw.html>), carrying weapons (as defined in the above citations) at internship sites is prohibited. Possession and/or use of weapons at or during an internship constitute cause for immediate termination of the internship. Weapons for this purpose are defined as: firearms, replicas, knives, ammunition, chemicals, explosives, etc. Students who desire to carry weapons due to fears for personal safety related to an internship should discuss those concerns with the Field Director as a basis for changing internships and/or creating more effective ways of increasing personal safety. No student is expected to enter or remain policy in an internship where fear for personal safety affects their educational process.
13. **CSU System-wide Policy Prohibiting Discrimination, Harassment, and Retaliation against Students:** The CSU is committed to maintaining an

inclusive community that values diversity and fosters tolerance and mutual respect. All Students have the right to participate fully in CSU programs and activities free from unlawful Discrimination, Harassment and Retaliation. The CSU prohibits Harassment of any kind, including, Sexual Harassment and Sexual Violence, Domestic Violence, Dating Violence, and Stalking. Such behavior violates both law and University policy. The University shall respond promptly and effectively to all reports of Discrimination, Harassment and Retaliation, and shall take appropriate action to prevent, correct, and when necessary, discipline behavior that violates this policy. The CSU strives to be free of all forms of unlawful Discrimination, Harassment and Retaliation. This policy is established in compliance with the California Equity in Higher Education Act (Education Code § 66250 *et seq.*), Title IX, VAWA/Campus SaVE Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, among other applicable state and federal laws. It is CSU policy that no Student shall, on the basis of any Protected Status, be unlawfully excluded from participation in, or be denied the benefits of, any CSU program or activity. Nor shall a Student be otherwise subjected to unlawful Discrimination, Harassment, or Retaliation for exercising any rights under this Executive Order. This includes protections against discrimination and harassment based on protected status, which includes, but is not limited to, sexual harassment and sexual violence.

14. Sexual Harassment Grievance Procedure:

Any student who believes he or she has been subjected to harassment prohibited by the CSU policy stated above should first tell the harasser to cease the unwanted behavior and immediately report that behavior, both verbally and in writing, to his/her field instructor and Field Director. All allegations of harassment will be immediately investigated by the University and may result in the student being removed from the agency and placed in another agency setting, pending investigation.

References and Resources

Council on Social Work Education: <http://www.cswe.org>

HIPPA: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>

NASW Code of Ethics: <http://www.socialworkers.org/pubs/code/default.asp>

National Association of Social Workers: <http://www.socialworkers.org>

National Association of Social Workers, California Chapter: <http://naswca.org>

National Alliance for the Mentally Ill (NAMI): <http://www.nami.org>

San Diego Access & Crisis Hot Line: 1-888-724-7240

San Diego County Health & Human Services Agency: <http://www.sdcounty.ca.gov/hhsa>

Social Work Career Center: <http://careers.socialworkers.org>

2-1-1- San Diego: <http://www.211sandiego.org>

CSUSM MSW Program Field Education Calendar 2015-2016

Fall Semester 2015

First Day of Field, Concentration Year Students: MONDAY AUGUST 31st, 2015
First Day of Field, Foundation Year Students: WEDNESDAY, SEPTEMBER 9th, 2015

Last Day of Field, CONCENTRATION YER STUDENTS: Friday, December 11th, 2015
Last Day of Field, FOUNDATION YER STUDENTS: Wednesday, December 16th, 2015

Monday, August 31, 2015	First Day of Classes for Fall 2015 Semester.
MONDAY, AUGUST 31, 2015	CONCENTRATION YEAR STUDENTS FIRST DAY IN FIELD – 20 HOURS/WEEK.
Monday, September 7, 2015	Labor Day Holiday – Campus Closed. No Field or Classes.
Wednesday, September 9, 2015	FOUNDATION YEAR STUDENTS FIRST DAY IN FIELD - 16 hours/week.
Friday, October 2, 2015	Student Learning Agreements & Student Orientation Checklists Due.
Monday, October 5, – Friday, November 20, 2015	Agency Site Visits Scheduled: Field Liaison-Field Instructor-Student Meeting to discuss student progress. Meeting held at agency site.
Wednesday, November 11, 2015	Veteran’s Day Holiday - Campus Closed. No Field or Classes.
Thursday/Friday, November 26 & 27, 2015	Thanksgiving Holiday – Campus Closed. No Field or Classes.
Friday, December 11, 2015	Last Day of Field - Fall Semester, CONCENTRAION YEAR STUDENTS
Wednesday, December 16, 2015	Last Day of Field - Fall Semester, FOUNDATION YEAR STUDENTS
December 25 – January 3, 2016	Holiday – Winter Break – Campus Closed.

Spring Semester 2016

First Day of Field, ALL STUDENTS: Monday, January 4th, 2016

Last Day of Field, Concentration Year STUDENTS: Friday, May 6th, 2016

Last Day of Field, Foundation Year STUDENTS: Wednesday, May 11th, 2016

Monday, January 4, 2016	First Day of Field for Spring Semester. BOTH CONCENTRATION AND FOUNDATION YEAR STUDENTS
Monday, January 25, 2016	First Day of Classes for Spring 2015 Semester.
Friday, January 31st, 2016	AGENCY FAIR – MANDATORY FOUNDATION YEAR STUDENT PARTICIPATION. 9:00 am – 12:00 pm Location: SDSU MONTEZUMA HALL.
Monday, February 15, 2016 PRESIDENT’S DAY NOT A CAMPUS HOLIDAY	NOT A CAMPUS HOLIDAY. Field and Classes held as usual. (If an agency holiday, students must make up this field day before end of semester)
Monday, March 21 – 26, 2016	Spring Break – No Field or Classes.
Thursday, March 31, 2016	Cesar Chavez Holiday. Campus closed. No field or classes.
Friday, May 6, 2016	Last day of Field CONCENTRATION YEAR STUDENTS
Friday, May 6, 2016	Comprehensive, Year-End Student Field Evaluations due. Include 1) process recordings; 2) Comp Skills evaluation; 3) student evaluation of field.
Wednesday, May 11, 2016	Last day of Field FOUNDATION YEAR STUDENTS

CSUSM Policies on Holidays, Campus Closures, & Time off from Field between Fall & Spring Semesters:

CSUSM Campus Open

When an agency is closed for a holiday and CSUSM Campus is open for this holiday, e.g. Columbus Day, President’s Day, etc. and the student has scheduled internship hours on the day the agency is closed, the student is responsible for making-up those hours (sometime before the end of the semester) to meet the required minimum practicum hours in the field education course for that semester.

CSUSM Campus Closed

When CSUSM campus is closed, the student shall not conduct internship hours on that day (even if the Agency is open), e.g. Veteran’s Day, Thanksgiving Holiday & Friday after Thanksgiving Holiday, & Winter break. Students are not required to make up holidays observed by the University.

IMPORTANT NOTE: Students may not be at the field agency when campus is closed during any holiday, as students not covered by the university's liability insurance when the campus is closed.

Appendix I – MSW Program Field Internship Dates 2015-2016

First Year Foundation Students – 16 hours per week

Fall Semester 2015

September 2015, Dates in Field: 9/9; 9/11; 9/14; 9/16; 9/21; 9/23; 9/28; 9/30 = **64 HOURS**

October 2015, Dates in Field: 10/5; 10/7; 10/12; 10/14; 10/19; 10/21; 10/26; 10/28 = **64 HOURS**

November 2015, Dates in Field: 11/2; 11/4; 11/9; 11/11; 11/16; 11/18; 11/23; 11/25; 11/30 = **72 HOURS**

December 2015, Dates in Field: 12/2; 12/7 12/9; 12/14; 12/16 = **40 HOURS**

Fall Semester 2015: 240 TOTAL FIELD HOURS (30 total days in Field; 30 x 8 = 240)

Spring Semester 2016

January 2016, Dates in Field: 1/4; 1/6; 1/11; 1/13; 1/18/; 1/20; 1/25; 1/27 = **64 HOURS**

February 2016, Dates in Field: 2/1; 2/3; 2/8; 2/10; 2/15; 2/17; 2/22; 2/24; 2/29 = **72 HOURS**

March 2016, Dates in Field: 3/2; 3/7; 3/9; 3/14; 3/16; 3/28; 3/30 = **56 HOURS**

April 2016, Dates in Field: 4/4; 4/6/; 4/11; 4/13; 4/18; 4/20; 4/25; 4/27 = **64 HOURS**

May 2016, Dates in Field: 5/2; 5/4; 5/9; 5/11 = **16 HOURS**

Spring Semester 2015: 272 TOTAL FIELD HOURS (34 days in Field; 34 x 8 = 272)

Total Field Internship Hours Foundation Year = 512

*** IMPOTANT NOTE: These dates are based on a Monday/Wednesday internship schedule (except when a holiday falls on one of those days). Please be advised that actual days in field may include a Friday in lieu of a Monday or Wednesday. The agency reserves the right to choose which 2 weekdays work best for their supervision schedule and agency needs. Therefore, if a student's internship takes place on Fridays, the student is responsible for knowing which exact dates they are to be in field over the course of each semester, and that these dates may be different from those represented on this calendar. It is the policy of the CSUSM Department of Social Work that students are not permitted to change their internship weekly schedule once field practicum commences.**

CSUSM MSW PROGRAM FIELD INTERNSHIP HOURS: YEAR 2015-2015

2ND YEAR CONCENTRATION YEAR STUDENTS 20 HOURS PER WEEK

Fall Semester 2015

August/September 2015, Dates in Field: 8/31; 9/2; **9/4**; 9/9; **9/11**; 9/14; 9/16; **9/18**; 9/21; 9/23; **9/25**; 9/28; 9/30 = **88 hours**

October 2015, Dates in Field: **10/2**; 10/5; 10/7; **10/9**; 10/12; 10/14; **10/16**; 10/19; 10/21; **10/23**; 10/26; 10/28; **10/30** = **84 HOURS**

November 2015, Dates in Field: 11/2; 11/4; **11/6**; 11/9; **11/13**; 11/16; 11/18; **11/20**; 11/23; 11/25; 11/30 = **76 HOURS**

December 2015, Dates in Field: 12/2; **12/4**; 12/7; 12/9; **12/11** = **32 HOURS**

Fall Semester 2015: 280 TOTAL FIELD HOURS (42 days; Hours listed in bold are 4 hour days, all others are 8 hour days)

Spring Semester 2016

January 2016, Dates in Field: 1/4; 1/6; **1/8**; 1/11; 1/13; **1/15**; 1/18; 1/20; **1/22**; 1/25; 1/27; **1/29** = **80 HOURS**

February 2016, Dates in Field: 2/1; 2/3; **2/5**; 2/8; 2/10; **2/12**; 2/15; 2/17; **2/19**; 2/22; 2/24; **2/26**; 2/29 = **88 HOURS**

March 2016, Dates in Field: 3/2; **3/4**; 3/7; 3/9; **3/11**; 3/14; 3/16; **3/18**; 3/28; 3/30 = **68 HOURS**

April 2016, Dates in Field: **4/1**; 4/4; 4/6; **4/8**; 4/11; 4/13; **4/15**; 4/18; 4/20; **4/22**; 4/25; 4/27; **4/29** = **84 HOURS**

May 2016, Dates in Field: 5/2; 5/4; **5/6** = **20 HOURS**

Spring Semester 2016: 340 TOTAL FIELD HOURS (51 days; Hours listed in bold are 4 hour days, all others are 8 hour days)

Total Field Internship Hours Concentration Year = 620

TOTAL FIELD HOURS FOUNDATION YEAR & CONCENTRATION YEAR: 1132

Appendix II – Foundation Year Student Learning Agreement & Comprehensive Skills Evaluation



California State University
SAN MARCOS

DEPARTMENT OF
SOCIAL WORK

**SW 540 & SW 541
LEARNING AGREEMENT
AND
FOUNDATION YEAR COMPREHENSIVE SKILLS EVALUATION**

Learning Agreement (To be completed at beginning of the Academic Year by both student and field instructor)

I. IDENTIFYING INFORMATION		
Academic Year:	Please check (if applicable): <input type="checkbox"/> IVE – Child Welfare	Fall Start Date: Spring End Date:
Student Name: E-mail: Phone number:	Field Faculty Liaison: E-mail: Phone number:	
Agency Name:	Field Instructor: E-mail: Phone number:	
	Task Supervisor: E-mail: Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	
II. THE ORGANIZATION AND THE COMMUNITY – To be completed by Student		

A. Describe the organization's mission:
B. Describe the organizational structure:
C. List the services the organization provides to the community:
D. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the organization's clients:
E. Describe the geographic location of the organization:

F. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the community in which the organization is located:
G. Describe the community's need for resources (other than those the organization provides):
H. List other organizations to which referrals are made:

I. Who (field instructor?) or what (organization brochure?) were your sources of information for completing this section:

III. GENERAL TIME MANAGEMENT – To be completed by together, by student and field instructor

A. List the days and hours in field placement:

B. List the date process recordings are due:

C. List the day, time, and length of individual field instruction:

D. List the day and time of group supervision conference, if applicable:

E. List the name(s) of task supervisor(s) and/or contact person in field instructor's absence:

F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

G. Please describe your plans for coverage over the break between fall and spring semester, if required by placement:

V. SELF-AWARENESS ASSESSMENT - To be completed by Student

A. In terms of “self-awareness,” what do you know about yourself, your emotions, your interactions with others, etc., which will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?

**VI. STUDENT’S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION --
To be completed by Student**

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

--

C. Describe your expectations of your field instructor:

--

D. Describe your expectations of your task supervisor (if applicable):

--

VII. FIELD INSTRUCTOR TEACHING PLAN -- To be completed by Field Instructor

<ul style="list-style-type: none">• Detail your expectations of your student in supervision:
<ul style="list-style-type: none">• How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.
<ul style="list-style-type: none">• Describe your plan for use of a task supervisor with your student (if applicable).<ul style="list-style-type: none">a. Role of task supervisor:

ORIENTATION CHECKLIST – Field Instructor to complete with Student

Agency Overview

- _____ Review agency vision and mission/purpose statement
- _____ Tour of agency
- _____ Introductions to colleagues, support staff, and administration
- _____ Review organizational structure
- _____ Review the role of the agency in relation to the community and its resources
- _____ Review security and/or safety procedures and protocol

Agency Policies and Protocols

- _____ Review office procedures, supplies, and provisions
- _____ Review telephone and communication/computer utilization
- _____ Review intake/admissions/eligibility policy and procedures
- _____ Review internal communication
- _____ Review parking details
- _____ Review mileage policy
- _____ Review agency, department, and/or unit meeting schedule
- _____ Review client record/charting policies and procedures
- _____ Review forms for documentation/accountability
- _____ Review regulations regarding confidentiality, release of information, etc.
- _____ Review client fees/payment schedule
- _____ Review client emergency protocol
- _____ Review child or elder abuse reporting protocol
- _____ Review work schedule, including lunch and breaks
- _____ Review information/referral policy
- _____ Review agency policy regarding harassment
- _____ Review agency policy regarding discrimination
- _____ Review agency policy regarding the *Americans with Disabilities Act*
- _____ Review agency policy regarding OSHA
- _____ Review agency policy regarding HIPPA

Field Instructor/Student Responsibilities

- _____ Review expectations for supervision and schedule
- _____ Review educationally based recording schedule
- _____ Review use of preceptor (if applicable)
- _____ Review plan for diversity/multi-cultural experiences
- _____ Review plan for monitoring of student hours (by both field instructor and student)
- _____ Review agency training or staff development opportunities
- _____ Review student's personal safety issues and concerns, and strategies to deal with them

SIGNATURES:

Field Instructor:

_____ Date _____

Student:

_____ Date _____

COMPREHENSIVE SKILLS EVALUATION

(To be completed at the end of each semester)

_____ *FALL* _____ *SPRING (please check)*

INSTRUCTIONS FOR RATING INTERNS:

Level 1 = The intern **does not yet demonstrate** basic **skill** in this area

Level 2 = The intern is **beginning to demonstrate basic skill** in this area

Level 3 = The intern **often demonstrates basic skill** in this area; however, intern's **performance is uneven**

Level 4 = The intern **consistently demonstrates skill** in this area

Level 5 = The intern **demonstrates a high level of skill** in this area

NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the student and the CSUSM Department of Social Work to have this section completed.

Comments are required when ratings are at Level 1.

Hours completed for Fall Semester: _____ 240 required

Hours completed for Spring Semester: _____ 272 required

2 process recordings completed and reviewed: _____ Field instructor's initials

SKILLS EVALUATION INSTRUCTIONS: In the beginning of the fall semester, the field instructor develops specific activities under each practice behavior listed below that will support student acquisition of skills needed to master each of the 10 EPAS competencies. Field instructors will then rate students on each of these activities (using the rating scale listed above), at the end of each fall and spring semester.

COMPETENCY # 1 -- PROFESSIONAL IDENTITY: <i>THE INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS SELF ACCORDINGLY.</i>	Fall	Spr.
1. Advocate for client access to the services of social work. List activities students will engage in related to the practice behavior:		
2. Practice personal reflection and self-correction to assure continual professional development. List activities students will engage in related to the practice behavior:		
3. Attend to professional roles and boundaries. List activities students will engage in related to the practice behavior:		
4. Demonstrate professional demeanor in behavior, appearance and communication. List activities students will engage in related to the practice behavior:		
5. Engage in career long learning. List activities students will engage in related to the practice behavior:		
6. Use supervision and consultation. List activities students will engage in related to the practice behavior:		

Comments:

COMPETENCY # 2 -- ETHICAL PRACTICE: <i>THE INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.</i>	Fall	Spr.
7. Recognize and manage personal values, so that professional values guide practice. List activities students will engage in related to the practice behavior:		
8. Make ethical decisions, in practice and in research, by critically applying ethical standards including but not limited to, the National Association of Social Workers Code of Ethics. List activities students will engage in related to the practice behavior:		
9. Tolerate and respect ambiguity in resolving ethical conflicts. List activities students will engage in related to the practice behavior:		
10. Apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions. List activities students will engage in related to the practice behavior:		

Comments:

COMPETENCY # 3 -- CRITICAL THINKING: <i>THE INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.</i>	Fall	Spr.
11. Distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice		

<p>wisdom, and client and constituent experience.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>12. Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>13. Demonstrate effective listening skills and oral and written communication in working with individuals, families, groups, organizations, and colleagues.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

<p>COMPETENCY # 4 -- DIVERSITY AND DIFFERENCE IN PRACTICE:</p> <p><i>THE INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.</i></p>	<p>Fall</p>	<p>Spr.</p>
<p>14. Recognize and articulate the ways in which a culture's structures and values may oppress, marginalize, or create or enhance privilege and power.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>List activities students will engage in related to the practice behavior:</p>		

16. Recognize and communicate understanding of the importance of difference in shaping life experiences. List activities students will engage in related to the practice behavior:		
17. View themselves as learners and engage those with whom they work as informants. List activities students will engage in related to the practice behavior:		

Comments:

COMPETENCY # 5 -- HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE:	Fall	Spr.
<i>THE INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.</i>		
18. Understand the forms and mechanisms of oppression and discrimination. List activities students will engage in related to the practice behavior:		
19. Advocate for human rights and social and economic justice. List activities students will engage in related to the practice behavior:		
20. Engage in practices that advance social and economic justice. List activities students will engage in related to the practice behavior:		

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Comments:

COMPETENCY #6 -- EVIDENCE BASED PRACTICE: THE INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH	Fall	Spr.
21. Use practice experience to inform scientific inquiry. List activities students will engage in related to the practice behavior:		
22. Use research evidence to inform practice. List activities students will engage in related to the practice behavior:		

Comments:

COMPETENCY #7 -- PERSON IN ENVIRONMENT: THE INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT	Fall	Spr.
23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. List activities students will engage in related to the practice behavior:		

<p>24. Critique and apply knowledge to understand person and environment.</p> <p>List activities students will engage in related to the practice behavior:</p>		
---	--	--

Comments:

<p>COMPETENCY #8 -- POLICY:</p> <p>THE INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES</p>	<p>Fall</p>	<p>Spr.</p>
<p>25. Analyze, formulate, and advocate for policies that advance social well-being.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>26. Collaborate with colleagues and clients for effective policy action.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

<p>COMPETENCY #9 -- CURRENT TRENDS:</p> <p>THE INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE</p>	<p>Fall</p>	<p>Spr.</p>
<p>27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.</p>		

List activities students will engage in related to the practice behavior:		
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of services. List activities students will engage in related to the practice behavior:		

Comments:

COMPETENCY #10-- PRACTICE SKILLS:		
THE INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES		
(A): ENGAGEMENT	Fall	Spr.
29. Substantively and affectively prepare for engagement with individuals, families, groups, organizations, and communities. List activities students will engage in related to the practice behavior:		
30. Use empathy and other interpersonal skills. List activities students will engage in related to the practice behavior:		
31. Develop a mutually agreed-on focus of work and desired outcomes. List activities students will engage in related to the practice behavior:		

(B): ASSESSMENT		
32. Collect, organize, and interpret client data. List activities students will engage in related to the practice behavior:		
33. Assess client strengths and limitations. List activities students will engage in related to the practice behavior:		
34. Develop mutually agreed upon intervention strategies to produce desired outcomes. List activities students will engage in related to the practice behavior:		
35. Select appropriate intervention strategies. List activities students will engage in related to the practice behavior:		
(C): INTERVENTION		
36. Initiate actions to achieve client/constituent/organizational goals. List activities students will engage in related to the practice behavior:		
37. Implement prevention/ interventions that enhance client capacities. List activities students will engage in related to the practice behavior:		

38. Help clients to resolve problems. List activities students will engage in related to the practice behavior:		
39. Negotiate, mediate, and advocate for clients. List activities students will engage in related to the practice behavior:		
40. Facilitate transitions and endings. List activities students will engage in related to the practice behavior:		
(D): EVALUATION		
41. Critically analyze, monitor, and evaluate interventions. List activities students will engage in related to the practice behavior:		

Comments:

FOUNDATION YEAR COMPREHENSIVE SKILLS EVALUATION (Con't.)

Summarize overall assessment: i.e., strengths and areas needing further development after Fall Semester:

Field instructor signature

Date

Student signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

FOUNDATION YEAR COMPREHENSIVE SKILLS EVALUATION (Con't.)

Summarize overall assessment: i.e., strengths and areas needing further development after Spring Semester:

Field Instructor signature

Date

Student signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation)

Appendix III – Advanced Year Student Learning Agreement & Comprehensive Skills Evaluation – CYF



California State University
SAN MARCOS

DEPARTMENT OF
SOCIAL WORK

SW 642 & SW 643
LEARNING AGREEMENT
AND
ADVANCED YEAR COMPREHENSIVE SKILLS EVALUATION
CHILDREN, YOUTH, AND FAMILIES CONCENTRATION

Learning Agreement (To be completed at beginning of the Academic Year by both student and field instructor)

I. IDENTIFYING INFORMATION		
Academic Year:	Fall Start Date:	
	Spring End Date:	
Student Name:	Field Faculty Liaison:	
E-mail:	E-mail:	
Phone number:	Phone number:	
Agency Name:	Field Instructor:	
	E-mail:	
	Phone number:	
	Task Supervisor:	
	E-mail:	
	Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	
II. THE ORGANIZATION AND THE COMMUNITY – To be completed by Student		

A. Describe the organization's mission:
B. Describe the organizational structure:
C. List the services the organization provides to the community:
D. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the organization's clients:
E. Describe the geographic location of the organization:
F. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the community in which the organization is located:
G. Describe the community's need for resources (other than those the organization provides):
H. List other organizations to which referrals are made:

I. Who (field instructor?) or what (organization brochure?) were your sources of information for completing this section:

III. GENERAL TIME MANAGEMENT – To be completed by together, by student and field instructor

A. List the days and hours in field placement:

B. List the date process recordings are due:

C. List the day, time, and length of individual field instruction:

D. List the day and time of group supervision conference, if applicable:

E. List the name(s) of task supervisor(s) and/or contact person in field instructor's absence:

F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

G. Please describe your plans for coverage over the break between fall and spring semester, if required by placement:

V. SELF-AWARENESS ASSESSMENT - To be completed by Student

A. In terms of “self-awareness,” what do you know about yourself, your emotions, your interactions with others, etc., which will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?

**VI. STUDENT’S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION --
To be completed by Student**

A. Describe your expectations of the supervision process:

--

B. Describe your expectations of yourself in supervision:

--

C. Describe your expectations of your field instructor:

--

D. Describe your expectations of your task supervisor (if applicable):

--

VII. FIELD INSTRUCTOR TEACHING PLAN -- To be completed by Field Instructor

--

A. Detail your expectations of your student in supervision:

B. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

C. Describe your plan for use of a task supervisor with your student (if applicable).
Role of task supervisor:

ORIENTATION CHECKLIST – Field Instructor to complete with Student

Agency Overview

- Review agency vision and mission/purpose statement
- Tour of agency
- Introductions to colleagues, support staff, and administration
- Review organizational structure
- Review the role of the agency in relation to the community and its resources
- Review security and/or safety procedures and protocol

Agency Policies and Protocols

- Review office procedures, supplies, and provisions
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review agency, department, and/or unit meeting schedule
- Review client record/charting policies and procedures
- Review forms for documentation/accountability
- Review regulations regarding confidentiality, release of information, etc.
- Review client fees/payment schedule
- Review client emergency protocol
- Review child or elder abuse reporting protocol
- Review work schedule, including lunch and breaks
- Review information/referral policy
- Review agency policy regarding harassment
- Review agency policy regarding discrimination
- Review agency policy regarding the *Americans with Disabilities Act*
- Review agency policy regarding OSHA
- Review agency policy regarding HIPPA

Field Instructor/Student Responsibilities

- Review expectations for supervision and schedule
- Review educationally based recording schedule
- Review use of preceptor (if applicable)
- Review plan for diversity/multi-cultural experiences
- Review plan for monitoring of student hours (by both field instructor and student)
- Review agency training or staff development opportunities
- Review student's personal safety issues and concerns, and strategies to deal with them

SIGNATURES:

Field Instructor:

_____ Date _____

Student

_____ Date _____

COMPREHENSIVE SKILLS EVALUATION

(To be completed at the end of each semester)

_____ *FALL* _____ *SPRING (please check)*

INSTRUCTIONS FOR RATING INTERNS:

Level 1 = The intern **does not yet demonstrate** basic **skill** in this area

Level 2 = The intern is **beginning to demonstrate basic skill** in this area

Level 3 = **The** intern **often demonstrates basic skill** in this area; however, intern's **performance is uneven**

Level 4 = The intern **consistently demonstrates skill** in this area

Level 5 = The intern **demonstrates a high level of skill** in this area

NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the student and the department to have this section completed. **Comments are required when ratings are at Level 1.**

Hours completed for Fall Semester: _____ 280 required

Hours completed for Spring Semester: _____ 336 required

4 process recordings completed and reviewed: _____ Field instructor's initials

SKILLS EVALUATION INSTRUCTIONS: In the beginning of the fall semester, the field instructor develops specific activities under each practice behavior listed below that will support student acquisition of skills needed to master each of the 10 EPAS competencies. Field instructors will then rate students on each of these activities (using the rating scale listed above), at the end of the fall and spring semesters.

COMPETENCY # 1 -- PROFESSIONAL IDENTITY: <i>THE INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS SELF ACCORDINGLY.</i>	Fall	Spr.
<p>Advocate for client access to the services of social work.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Practice personal reflection and self-correction to assure continual professional development.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Attend to professional roles and boundaries.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Demonstrate professional demeanor in behavior, appearance and communication.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Engage in career long learning.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Use supervision and consultation.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Understand and identify professional strengths, limitations and challenges.</p> <p>List activities students will engage in related to the practice behavior.</p>		

COMPETENCY # 2 -- ETHICAL PRACTICE: <i>THE INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.</i>	Fall	Spr.
<p>Recognize and manage personal values, so that professional values guide practice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Make ethical decisions, in practice and in research, by critically applying ethical standards including but not limited to, the National Association of Social Workers Code of Ethics.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Tolerate and respect ambiguity in resolving ethical conflicts.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Skillfully identify and apply ethical principles in making practice decisions when working with children, youth, and families; and articulate their application to routine and challenging ethical contexts.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY # 3 -- CRITICAL THINKING: <i>THE INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.</i>	Fall	Spr.
<p>Distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client and constituent experience.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Demonstrate effective listening skills and oral and written communication in working with individuals, families, groups, organizations, and colleagues.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Routinely exercise critical, higher order thinking in evaluating data, and proactively seek additional data as required to make reasoned professional decisions.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Consistently communicate information, including professional knowledge and judgments, clearly, promptly, effectively, and in a manner appropriate to diverse recipients.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY # 4 -- DIVERSITY AND DIFFERENCE IN PRACTICE: <i>THE INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.</i>	Fall	Spr.
<p>Recognize and articulate the ways in which a culture’s structures and values may oppress, marginalize, or create or enhance privilege and power.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Recognize and communicate understanding of the importance of difference in shaping life experiences.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>View themselves as learners and engage those with whom they work as informants.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Demonstrate an acute awareness of how historical and societal variables influence interaction at the micro, mezzo, and macro levels.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Consistently demonstrate ability to work effectively with diverse individuals, families, and communities.</p> <p>List activities students will engage in related to the practice behavior:</p>		

<p>Consistently demonstrate skill in learning from client systems and diverse cultures, being informed by such differences, and applying the knowledge to practice.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY # 5 -- HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE:	Fall	Spr.
<i>THE INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.</i>		
<p>Understand the forms and mechanisms of oppression and discrimination.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Advocate for human rights and social and economic justice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Engage in practices that advance social and economic justice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Engage in POLICY practice to improve social and economic justice.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY #6 -- EVIDENCE BASED PRACTICE:		
THE INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH		
	Fall	Spr.
<p>Use practice experience to inform scientific inquiry.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Use research evidence to inform practice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Demonstrate skill in conducting evidence-informed literature reviews; apply evidence-informed research interventions to practice; conduct evaluations to determine effectiveness of these interventions.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Readily identify changing factors that affect services and initiate culturally competent action to promote responsive, sustainable service dissemination.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY #7 -- PERSON IN ENVIRONMENT:		
THE INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT		
	Fall	Spr.
<p>Utilize conceptual frameworks to guide the process of assessment,</p>		

<p>intervention, and evaluation.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Critique and apply knowledge to understand person and environment.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>In evaluation of practice, demonstrate the ability to apply human behavior and the social environment from diverse perspectives.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

<p>COMPETENCY #8 -- POLICY:</p> <p>THE INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES</p>		
	<p>Fall</p>	<p>Spr.</p>
<p>Analyze, formulate, and advocate for policies that advance social well-being.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Collaborate with colleagues and clients for effective policy action.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Demonstrate knowledge of social work policies impacting children, youth, and families, and assessment of service effectiveness on these populations.</p> <p>List activities students will engage in related to the practice behavior:</p>		

--	--	--

Comments:

COMPETENCY #9 -- CURRENT TRENDS:		
THE INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE		
	Fall	Spr.
<p>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of services.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Readily identify changing factors that affect services to children, youth and families, and initiate culturally competent action to promote responsive, sustainable services.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY #10-- PRACTICE SKILLS:
THE INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

(A): ENGAGEMENT
<p>Substantively and affectively prepare for engagement with individuals, families, groups, organizations, and communities.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Use empathy and other interpersonal skills.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes for children, youth and families.</p> <p>List activities students will engage in related to the practice behavior:</p>
(B): ASSESSMENT
<p>Collect, organize, and interpret client data.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Assess client strengths and limitations.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Develop mutually agreed upon intervention strategies to produce desired outcomes.</p>

<p>List activities students will engage in related to the practice behavior:</p>
<p>Select appropriate intervention strategies.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Create service plans that demonstrate data collection and assessment methods that reflecting mutually agreed upon goals and respect of clients from diverse backgrounds.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>(C): INTERVENTION</p>
<p>Initiate actions to achieve client/constituent/organizational goals.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Implement prevention/ interventions that enhance client capacities.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Help clients to resolve problems.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Negotiate, mediate, and advocate for clients.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Facilitate transitions and endings.</p>

<p>List activities students will engage in related to the practice behavior:</p>
<p>Shape interventions that demonstrate effective balance of multiple social work roles and phases of service that recognize client strengths and self-determination.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>(D): EVALUATION</p>
<p>Critically analyze, monitor, and evaluate interventions.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Regularly engage in practice evaluation using reliable and valid methods, and apply the results to benefit clients.</p> <p>List activities students will engage in related to the practice behavior:</p>

Comments:

CONCENTRATION YEAR COMPREHENSIVE SKILLS EVALUATION (Con't.)

Summarize overall assessment: i.e., strengths and areas needing further development after Fall Semester:

Field instructor signature

Date

Student signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

CONCENTRATION YEAR COMPREHENSIVE SKILLS EVALUATION (Con't.)

Summarize overall assessment: i.e., strengths and areas needing further development after Spring Semester:

Field instructor signature

Date

Student signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation)

Appendix IV – Advanced Year Student Learning Agreement & Comprehensive Skills Evaluation – BH Concentration



California State University
SAN MARCOS

DEPARTMENT OF
SOCIAL WORK

**MSW 642 & SW 643
LEARNING AGREEMENT
AND
ADVANCED YEAR COMPREHENSIVE SKILLS EVALUATION
BEHAVIORAL HEALTH CONCENTRATION**

Learning Agreement (To be completed at beginning of the Academic Year by both student and field instructor)

I. IDENTIFYING INFORMATION		
Academic Year:	Fall Start Date:	
	Spring End Date:	
Student Name:	Field Faculty Liaison:	
E-mail:	E-mail:	
Phone number:	Phone number:	
Agency Name:	Field Instructor:	
	E-mail:	
	Phone number:	
	Task Supervisor:	
	E-mail:	
	Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	
II. THE ORGANIZATION AND THE COMMUNITY – To be completed by Student		

A. Describe the organization's mission:
B. Describe the organizational structure:
C. List the services the organization provides to the community:
D. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the organization's clients:
E. Describe the geographic location of the organization:
F. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the community in which the organization is located:
G. Describe the community's need for resources (other than those the organization provides):
H. List other organizations to which referrals are made:

I. Who (field instructor?) or what (organization brochure?) were your sources of information for completing this section:

III. GENERAL TIME MANAGEMENT – To be completed by together, by student and field instructor

A. List the days and hours in field placement:

B. List the date process recordings are due:

C. List the day, time, and length of individual field instruction:

D. List the day and time of group supervision conference, if applicable:

E. List the name(s) of task supervisor(s) and/or contact person in field instructor's absence:

F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

G. Please describe your plans for coverage over the break between fall and spring semester, if required by placement:

V. SELF-AWARENESS ASSESSMENT - To be completed by Student

A. In terms of “self-awareness,” what do you know about yourself, your emotions, your interactions with others, etc., which will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?

**VI. STUDENT’S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION --
To be completed by Student**

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your field instructor:

D. Describe your expectations of your task supervisor (if applicable):

VII. FIELD INSTRUCTOR TEACHING PLAN -- To be completed by Field Instructor

A. Detail your expectations of your student in supervision:

B. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

C. Describe your plan for use of a task supervisor with your student (if applicable).
Role of task supervisor:

ORIENTATION CHECKLIST – Field Instructor to complete with Student

Agency Overview

- _____ Review agency vision and mission/purpose statement
- _____ Tour of agency
- _____ Introductions to colleagues, support staff, and administration
- _____ Review organizational structure
- _____ Review the role of the agency in relation to the community and its resources
- _____ Review security and/or safety procedures and protocol

Agency Policies and Protocols

- _____ Review office procedures, supplies, and provisions
- _____ Review telephone and communication/computer utilization
- _____ Review intake/admissions/eligibility policy and procedures
- _____ Review internal communication
- _____ Review parking details
- _____ Review mileage policy
- _____ Review agency, department, and/or unit meeting schedule
- _____ Review client record/charting policies and procedures
- _____ Review forms for documentation/accountability
- _____ Review regulations regarding confidentiality, release of information, etc.
- _____ Review client fees/payment schedule
- _____ Review client emergency protocol
- _____ Review child or elder abuse reporting protocol
- _____ Review work schedule, including lunch and breaks
- _____ Review information/referral policy
- _____ Review agency policy regarding harassment
- _____ Review agency policy regarding discrimination
- _____ Review agency policy regarding the *Americans with Disabilities Act*
- _____ Review agency policy regarding OSHA
- _____ Review agency policy regarding HIPPA

Field Instructor/Student Responsibilities

- _____ Review expectations for supervision and schedule
- _____ Review educationally based recording schedule
- _____ Review use of preceptor (if applicable)
- _____ Review plan for diversity/multi-cultural experiences
- _____ Review plan for monitoring of student hours (by both field instructor and student)
- _____ Review agency training or staff development opportunities
- _____ Review student's personal safety issues and concerns, and strategies to deal with them

SIGNATURES:

Field Instructor _____

Date _____

Student _____

Date _____

COMPREHENSIVE SKILLS EVALUATION

(To be completed at the end of each semester)

_____ **FALL** _____ **SPRING** (*please check*)

INSTRUCTIONS FOR RATING INTERNS:

Level 1 = The intern **does not yet demonstrate** basic **skill** in this area

Level 2 = The intern is **beginning to demonstrate basic skill** in this area

Level 3 = The intern **often demonstrates basic skill** in this area; however, intern's **performance is uneven**

Level 4 = The intern **consistently demonstrates skill** in this area

Level 5 = The intern **demonstrates a high level of skill** in this area

NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the student and the department to have this section completed. **Comments are required when ratings are at Level 1.**

Hours completed for Fall Semester: _____ 280 required

Hours completed for Spring Semester: _____ 336 required

4 process recordings completed and reviewed: _____ Field instructor's initials

SKILLS EVALUATION INSTRUCTIONS: In the beginning of the fall semester, the field instructor develops specific activities under each practice behavior listed below that will support student acquisition of skills needed to master each of the 10 EPAS competencies. Field instructors will then rate students on each of these activities (using the rating scale listed above), at the end of the fall and spring semesters.

COMPETENCY # 1 -- PROFESSIONAL IDENTITY:

THE INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS SELF ACCORDINGLY.

Advocate for client access to the services of social work.

List activities students will engage in related to the practice behavior:

Practice personal reflection and self-correction to assure continual professional development.

List activities students will engage in related to the practice behavior:

Attend to professional roles and boundaries.

List activities students will engage in related to the practice behavior:

Demonstrate professional demeanor in behavior, appearance and communication.

List activities students will engage in related to the practice behavior:

Engage in career long learning.

List activities students will engage in related to the practice behavior:

Use supervision and consultation.

List activities students will engage in related to the practice behavior:

Develop, manage, and maintain therapeutic client relationships within the person-in-environment and strengths and perspectives.

List activities students will engage in related to the practice behavior:

Comments:

COMPETENCY # 2 -- ETHICAL PRACTICE: <i>THE INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.</i>	Fall	Spr.
<p>Recognize and manage personal values, so that professional values guide practice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Make ethical decisions, in practice and in research, by critically applying ethical standards including but not limited to, the National Association of Social Workers Code of Ethics.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Tolerate and respect ambiguity in resolving ethical conflicts.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Apply ethical decision making skills to issues specific to working in behavioral health settings.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY # 3 -- CRITICAL THINKING: <i>THE INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.</i>	Fall	Spr.
<p style="text-align: center;">Distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client and constituent experience.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p style="text-align: center;">Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p style="text-align: center;">Demonstrate effective listening skills and oral and written communication in working with individuals, families, groups, organizations, and colleagues.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p style="text-align: center;">Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p style="text-align: center;">Evaluate the strengths and weaknesses of multiple theoretical perspectives, and differentially apply them to client situations in behavioral health settings.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY # 4 -- DIVERSITY AND DIFFERENCE IN PRACTICE: <i>THE INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.</i>	Fall	Spr.
<p>Recognize and articulate the ways in which a culture’s structures and values may oppress, marginalize, or create or enhance privilege and power.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Recognize and communicate understanding of the importance of difference in shaping life experiences.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>View themselves as learners and engage those with whom they work as informants.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Research and apply knowledge of diverse populations to enhance client well-being.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Work effectively with diverse populations.</p> <p>List activities students will engage in related to the practice behavior:</p>		

<p>Identify and use practitioners/client differences from a strengths perspective.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY # 5 -- HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE:	Fall	Spr.
<i>THE INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.</i>		
<p>Understand the forms and mechanisms of oppression and discrimination.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Advocate for human rights and social and economic justice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Engage in practices that advance social and economic justice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide behavioral health treatment planning and intervention.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Advocate at multiple levels for behavioral health parity and reduction of behavioral health disparities for diverse populations.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY #6 -- EVIDENCE BASED PRACTICE:		
THE INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH		
	Fall	Spr.
Use practice experience to inform scientific inquiry. List activities students will engage in related to the practice behavior:		
Use research evidence to inform practice. List activities students will engage in related to the practice behavior:		
Demonstrate skill in conducting evidence-informed literature reviews; apply evidence-informed interventions in behavioral health assessment and intervention with clients. List activities students will engage in related to the practice behavior:		
Use research methodology to evaluate practice effectiveness. List activities students will engage in related to the practice behavior:		

Comments:

COMPETENCY #7 -- PERSON IN ENVIRONMENT:		
THE INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT		
	Fall	Spr.

<p>Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Critique and apply knowledge to understand person and environment.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Synthesize and differentially apply theories of human behavior and the social environment to guide behavioral health interventions.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive behavioral health assessments.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Consult with inter-disciplinary teams as much as possible, to confirm diagnosis and/or monitor medication in the treatment process.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

<p>COMPETENCY #8 -- POLICY:</p> <p>THE INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES</p>		
	Fall	Spr.
<p>Analyze, formulate, and advocate for policies that advance social well-being.</p> <p>List activities students will engage in related to the practice behavior:</p>		

<p>Collaborate with colleagues and clients for effective policy action.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Advocate with and inform stakeholders, administrators, and policy makers to influence behavioral health policies that impact client services.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY #9 -- CURRENT TRENDS:		
THE INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE		
	Fall	Spr.
<p>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of services.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Assess the quality of client's interactions within their social systems.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY #10-- PRACTICE SKILLS:
THE INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES
(A): ENGAGEMENT
<p>Substantively and affectively prepare for engagement with individuals, families, groups, organizations, and communities.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Use empathy and other interpersonal skills.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.</p> <p>List activities students will engage in related to the practice behavior:</p>
(B): ASSESSMENT
<p>Collect, organize, and interpret client data.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Assess client strengths and limitations.</p>

<p>List activities students will engage in related to the practice behavior:</p>
<p>Develop mutually agreed upon intervention strategies to produce desired outcomes.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Select appropriate intervention strategies.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Assess client coping strategies to reinforce and improve adaptations to life situations, circumstances, and events.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>(C): INTERVENTION</p>
<p>Initiate actions to achieve client/constituent/organizational goals.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Implement prevention/ interventions that enhance client capacities.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Help clients to resolve problems.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Negotiate, mediate, and advocate for clients.</p> <p>List activities students will engage in related to the practice behavior:</p>

<p>Facilitate transitions and endings.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Demonstrate the use of appropriate behavioral health techniques for a range of presenting concerns identified in assessment.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>(D): EVALUATION</p>
<p>Critically analyze, monitor, and evaluate interventions.</p> <p>List activities students will engage in related to the practice behavior:</p>
<p>Use clinical evaluation of the processes and/or outcomes to develop best practice interventions for a range of behavioral health conditions.</p> <p>List activities students will engage in related to the practice behavior:</p>

Comments:

CONCENTRATION YEAR COMPREHENSIVE SKILLS EVALUATION (Con't.)

Summarize overall assessment: i.e., strengths and areas needing further development after Fall Semester:

Field instructor signature

Date

Student signature

Date

**Appendix V - Concentration Year Student Learning Agreement &
Comprehensive Skills Evaluation – Title IV-E Program**



California State University
SAN MARCOS

DEPARTMENT OF
SOCIAL WORK

SW 642 & SW 643

LEARNING AGREEMENT

AND

**ADVANCED YEAR COMPREHENSIVE SKILLS EVALUATION
TITLE IV-E PROGRAM**

Learning Agreement (To be completed at beginning of the Academic Year by both student and field instructor)

I. IDENTIFYING INFORMATION		
Academic Year:	Fall Start Date:	
	Spring End Date:	
Student Name:	Field Faculty Liaison:	
E-mail:	E-mail:	
Phone number:	Phone number:	
Agency Name:	Field Instructor:	
	E-mail:	
	Phone number:	
	Task Supervisor:	
	E-mail:	
	Phone number:	
Agency Address:	City:	Zip:
Telephone:	Fax:	
II. THE ORGANIZATION AND THE COMMUNITY – To be completed by Student		

A. Describe the organization's mission:
B. Describe the organizational structure:
C. List the services the organization provides to the community:
D. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the organization's clients:
E. Describe the geographic location of the organization:

F. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the community in which the organization is located:
G. Describe the community's need for resources (other than those the organization provides):

I. List other organizations to which referrals are made:
J. Who (field instructor?) or what (organization brochure?) were your sources of information for completing this section:
III. GENERAL TIME MANAGEMENT – To be completed by together, by student and field instructor
A. List the days and hours in field placement:
B. List the date process recordings are due:
C. List the day, time, and length of individual field instruction:
D. List the day and time of group supervision conference, if applicable:
E. List the name(s) of task supervisor(s) and/or contact person in field instructor's absence:
F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

G. Please describe your plans for coverage over the break between fall and spring semester, if required by placement:

V. SELF-AWARENESS ASSESSMENT - To be completed by Student

A. In terms of “self-awareness,” what do you know about yourself, your emotions, your interactions with others, etc., which will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?

VI. STUDENT'S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION -- To be completed by Student

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:

C. Describe your expectations of your field instructor:
D. Describe your expectations of your task supervisor (if applicable):

VII. FIELD INSTRUCTOR TEACHING PLAN -- To be completed by Field Instructor

1. Detail your expectations of your student in supervision:

2. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

3. Describe your plan for use of a task supervisor with your student (if applicable).

a. Role of task supervisor:

ORIENTATION CHECKLIST – Field Instructor to complete with Student

Agency Overview

- _____ Review agency vision and mission/purpose statement
- _____ Tour of agency
- _____ Introductions to colleagues, support staff, and administration
- _____ Review organizational structure
- _____ Review the role of the agency in relation to the community and its resources
- _____ Review security and/or safety procedures and protocol

Agency Policies and Protocols

- _____ Review office procedures, supplies, and provisions
- _____ Review telephone and communication/computer utilization
- _____ Review intake/admissions/eligibility policy and procedures
- _____ Review internal communication
- _____ Review parking details
- _____ Review mileage policy
- _____ Review agency, department, and/or unit meeting schedule
- _____ Review client record/charting policies and procedures
- _____ Review forms for documentation/accountability
- _____ Review regulations regarding confidentiality, release of information, etc.
- _____ Review client fees/payment schedule
- _____ Review client emergency protocol
- _____ Review child or elder abuse reporting protocol
- _____ Review work schedule, including lunch and breaks
- _____ Review information/referral policy
- _____ Review agency policy regarding harassment
- _____ Review agency policy regarding discrimination
- _____ Review agency policy regarding the *Americans with Disabilities Act*
- _____ Review agency policy regarding OSHA
- _____ Review agency policy regarding HIPPA

Field Instructor/Student Responsibilities

- _____ Review expectations for supervision and schedule
- _____ Review educationally based recording schedule
- _____ Review use of preceptor (if applicable)
- _____ Review plan for diversity/multi-cultural experiences
- _____ Review plan for monitoring of student hours (by both field instructor and student)
- _____ Review agency training or staff development opportunities
- _____ Review student's personal safety issues and concerns, and strategies to deal with them

SIGNATURES:

Field instructor

Date

Student

Date

COMPREHENSIVE SKILLS EVALUATION

(To be completed at the end of each semester)

_____ *FALL* _____ *SPRING (please check)*

INSTRUCTIONS FOR RATING INTERNS:

Level 1 = The intern **does not yet demonstrate basic skill** in this area

Level 2 = The intern is **beginning to demonstrate basic skill** in this area

Level 3 = The intern **often demonstrates basic skill** in this area; however, intern's **performance is uneven**

Level 4 = The intern **consistently demonstrates skill** in this area

Level 5 = The intern **demonstrates a high level of skill** in this area

NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the student and the school to have this section completed. **Comments are required when ratings are at Level 1.**

Hours completed for Fall Semester: _____ 280 required

Hours completed for Spring Semester: _____ 336 required

4 process recordings completed and reviewed: _____ Field instructor's initials

SKILLS EVALUATION INSTRUCTIONS: In the beginning of the fall semester, the field instructor develops specific activities under each practice behavior listed below that will support student acquisition of skills needed to master each of the 10 EPAS competencies. Field instructors will then rate students on each of these activities (using the rating scale listed above), at the end of each fall and spring semester.

COMPETENCY # 1 -- PROFESSIONAL IDENTITY: <i>THE INTERN IDENTIFIES AS A PROFESSIONAL SOCIAL WORKER AND CONDUCTS SELF ACCORDINGLY.</i>	Fall	Spr.
<p>Advocate for client access to the services of social work.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Practice personal reflection and self-correction to assure continual professional development.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Attend to professional roles and boundaries.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Demonstrate professional demeanor in behavior, appearance and communication.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Engage in career long learning.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Use supervision and consultation.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Interact positively with clients, colleagues and supervisors and demonstrate skill in seeking out suitable client services and ensuring client access to those</p>		

<p>services.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Maintain professional demeanor and boundaries in practice situations, demonstrate skill in articulating professional knowledge and effective use of self, and utilize appropriate resources to ensure professional growth.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

<p>COMPETENCY # 2 -- ETHICAL PRACTICE:</p> <p><i>THE INTERN APPLIES SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.</i></p>	<p>Fall</p>	<p>Spr.</p>
<p>Recognize and manage personal values, so that professional values guide practice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Make ethical decisions, in practice and in research, by critically applying ethical standards including but not limited to, the National Association of Social Workers Code of Ethics.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Tolerate and respect ambiguity in resolving ethical conflicts.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions.</p>		

List activities students will engage in related to the practice behavior:		
<p>Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY # 3 -- CRITICAL THINKING:	Fall	Spr.
<p><i>THE INTERN APPLIES CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.</i></p>		
<p>Distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client and constituent experience.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Demonstrate effective listening skills and oral and written communication in working with individuals, families, groups, organizations, and colleagues.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Routinely exercise critical, higher order thinking in evaluating child welfare data, and proactively seek additional data as required to make reasoned professional decisions.</p> <p>List activities students will engage in related to the practice behavior:</p>		

<p>Consistently communicate information, including professional knowledge and judgments, clearly, promptly, effectively, and in a manner appropriate to diverse recipients.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY # 4 -- DIVERSITY AND DIFFERENCE IN PRACTICE:	Fall	Spr.
<i>THE INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.</i>		
<p>Recognize and articulate the ways in which a culture’s structures and values may oppress, marginalize, or create or enhance privilege and power.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Recognize and communicate understanding of the importance of difference in shaping life experiences.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>View themselves as learners and engage those with whom they work as informants.</p> <p>List activities students will engage in related to the practice behavior:</p>		

<p>In child welfare practice, demonstrate an acute awareness of how historical and societal variables influence interaction at the micro, mezzo, and macro levels and the consistent ability to work effectively with diverse individuals, families, and communities.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Consistently demonstrate the skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to child welfare practice.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

<p>COMPETENCY # 5 -- HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE:</p> <p><i>THE INTERN ADVANCES HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.</i></p>	<p>Fall</p>	<p>Spr.</p>
<p>Understand the forms and mechanisms of oppression and discrimination.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Advocate for human rights and social and economic justice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Engage in practices that advance social and economic justice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Engage in POLICY practice to improve social and economic justice in child welfare.</p>		

List activities students will engage in related to the practice behavior:		
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Comments:

COMPETENCY #6 -- EVIDENCE BASED PRACTICE:		
THE INTERN ENGAGES IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH		
	Fall	Spr.
<p>Use practice experience to inform scientific inquiry.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Use research evidence to inform practice.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Demonstrate skill in conducting child welfare literature reviews, in applying findings to practice, in program evaluation, and in knowledge dissemination.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY #7 -- PERSON IN ENVIRONMENT:		
THE INTERN APPLIES KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT		
	Fall	Spr.
<p>Utilize conceptual frameworks to guide the process of assessment,</p>		

<p>intervention, and evaluation.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Critique and apply knowledge to understand person and environment.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>In evaluation of child welfare practice (engagement, assessment, planning, intervention, and evaluation), demonstrate the ability to apply human behavior and the social environment from diverse perspectives.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

<p>COMPETENCY #8 -- POLICY:</p> <p>THE INTERN ENGAGES IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND DELIVER EFFECTIVE SOCIAL WORK SERVICES</p>		
	<p>Fall</p>	<p>Spr.</p>
<p>Analyze, formulate, and advocate for policies that advance social well-being.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Collaborate with colleagues and clients for effective policy action.</p> <p>List activities students will engage in related to the practice behavior:</p>		

<p>Demonstrate through policy practice interventions the knowledge of social work values, child welfare relevant policies (including those specific to cultural groups), and assessment of service effectiveness.</p> <p>List activities students will engage in related to the practice behavior:</p>		
---	--	--

Comments:

COMPETENCY #9 -- CURRENT TRENDS: THE INTERN RESPONDS TO CONTEXTS THAT SHAPE PRACTICE		
	Fall	Spr.
<p>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of services.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Readily identify changing factors that affect child welfare services and initiate culturally competent action to promote responsive, sustainable services.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

COMPETENCY #10-- PRACTICE SKILLS:		
THE INTERN ENGAGES, ASSESSES, INTERVENES AND EVALUATES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES		
(A): ENGAGEMENT	Fall	Spr.
<p>Substantively and affectively prepare for engagement with individuals, families, groups, organizations, and communities.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Use empathy and other interpersonal skills.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.</p> <p>List activities students will engage in related to the practice behavior:</p>		
(B): ASSESSMENT		
<p>Collect, organize, and interpret client data.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Assess client strengths and limitations.</p> <p>List activities students will engage in related to the practice behavior:</p>		

<p>Develop mutually agreed upon intervention strategies to produce desired outcomes.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Select appropriate intervention strategies.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Create service plans that demonstrate data collection and assessment methods that reflecting mutually agreed upon goals and respect of clients from diverse backgrounds.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>(C): INTERVENTION</p>		
<p>Initiate actions to achieve client/constituent/organizational goals.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Implement prevention/ interventions that enhance client capacities.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Help clients to resolve problems.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Negotiate, mediate, and advocate for clients.</p> <p>List activities students will engage in related to the practice behavior:</p>		

<p>Facilitate transitions and endings.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Shape child welfare interventions that demonstrate effective balance of multiple social work roles and phases of service that recognize client strengths and self-determination.</p> <p>List activities students will engage in related to the practice behavior:</p>		
(D): EVALUATION		
<p>Critically analyze, monitor, and evaluate interventions.</p> <p>List activities students will engage in related to the practice behavior:</p>		
<p>Regularly engage in practice evaluation using reliable and valid methods, and apply the results to benefit child welfare clients.</p> <p>List activities students will engage in related to the practice behavior:</p>		

Comments:

PLEASE CONTINUE TO NEXT PAGE FOR FIELD INSTRUCTOR
NARRATIVE OF STUDENT PERFORMANCE AND REQUIRED
SIGNATURES

ADVANCED YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment: i.e., strengths and areas needing further development after Fall Semester:

Fall Semester:

Field instructor signature

Date

Student signature

Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)

Appendix VI – MSW Student Guidelines and Limitations Document

Cal State San Marcos

MSW Program Guidelines and Limitations for Student Field Placement

As you begin your field experience with a community organization, school or health center, you are probably eager to get involved and to make a difference in the lives of people with whom you work and the organizations in which you serve. We expect you will view yourself as a representative of California State University San Marcos in the community. Carefully read through and abide by the following guidelines created to assist you in having the best and most productive field experience possible:

1. *Ask for help when in doubt.*

Your site or field supervisor understands the issues at your site and you are encouraged to approach her/him with problems or questions as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations. You may also contact your instructor or your instructor's support staff with questions concerning your placement.

2. *Be punctual and responsible.*

Although you are not being compensated for your time spent on your community assignment, you are participating in the organization as a reliable, trustworthy and contributing member of the community team. Both the administrators and the persons whom you serve rely on your punctuality and commitment in completing your hours over the entire course of the semester.

3. *Call if you anticipate lateness or absence.*

Call your site supervisor if you are unable to come in or if you anticipate being late. Again, the site will come to depend on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of their needs.

4. *Respect the privacy of all clients.*

CSUSM students may be given access to confidential information as part of their projects. Students will work with their site or field supervisor to make sure they have a good understanding of what information should be considered confidential including, but not limited to, all organization documents, emails, presentations, client lists, and any communication marked for proprietary or confidential use only. If you are privy to confidential information with regard to the organization and/or people with whom you are working you must treat it as confidential and follow all codes and standards of ethics that apply. You will not disclose to any person or organization, reproduce, or use any information furnished by the organization other than for the purposes related to your course assignments or CSUSM approved project. You will use pseudonyms in your course assignments and CSUSM projects if you are referring to clients or the people you work with.

5. Show respect for the community organization or school for whom you work.

Placement within a community organization or school is an educational opportunity and a privilege. It is imperative that you conduct yourself in a professional and ethical manner by respecting the rights and confidentiality of your supervisor, co-worker(s), and clients.

6. Be appropriate.

You are in a fieldwork situation and are expected to treat your supervisor, co-worker(s) and clients with courtesy and kindness. Dress comfortably, neatly, and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other scholars to follow as part of Cal State San Marcos's ongoing learning programs.

7. Be flexible.

The level or intensity of activity at a field experience site is not always predictable. Your flexibility to changing situations can assist the operation to run smoothly and produce positive outcomes for everyone involved.

8. Comply with ORGANIZATIONS requirements for immunizations and test, including but not limited to health examinations, rubella, MMR, tuberculin skin test and chest x-ray, if determined appropriate by ORGANIZATION. Student shall also follow ORGANIZATION's policies and procedures regarding blood-borne pathogens, including but not limited to, universal precautions.

9. I understand and acknowledge that neither the University nor the ORGANIZATION assumes any financial responsibility in the event I am injured or become ill as a result of my participating in this learning activity. I understand that I am personally responsible for paying any costs I may incur for the treatment of any such injury or illness. I acknowledge that the University recommends that I carry health insurance.

10. In addition to the above expectations, as a participant in your field experience class you are also responsible for the following limitations.

- NEVER report to your service site under the influence of drugs or alcohol.
- NEVER give or loan client money or other personal belongings.
- NEVER make promises or commitments to a client you cannot keep.
- NEVER give a client or organization representative a ride in a personal vehicle or University vehicle unless the person is authorized for transport.
- DO NOT transport a child by yourself.
- NEVER tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- NEVER tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of the age, race, gender, sexual orientation, or ethnicity.

I, _____ , have reviewed the above Guidelines and

 PRINT NAME
 Limitations. I agree to abide by the above Guidelines and Limitations while participating
 in my student field placement experience at _____ as part of
 _____ ORGANIZATION
 _____ for _____ at California State University San Marcos
 Course Number Course Name
 effective from _____ to _____.

 STUDENT SIGNATURE DATE

APPROVED BY:

 ORGANIZATION FILED INSTRUCTOR SIGNATURE

 DATE

 FIELD DIRECTOR SIGNATURE

 DATE

NOTE: Students must complete this form with their field instructor and return the original to the MSW Program Director of Field Education. Leave a copy of this form with the field instructor.

In case of student injury, contact: University Police at 760 750-4567

Appendix VII – Corrective Action Plan for Field Practicum



CSUSM DEPARTMENT OF SOCIAL WORK

CORRECTIVE ACTION PLAN FORM FOR FIELD PRACTICUM

Today's Date	
Student	
Agency	
Field Instructor	
Start Date of Placement	

The field instructor and agency have concerns regarding this student's performance in field work. As a result of this concern it is appropriate that a formal plan be developed to address this critical component of the student's field performance.

Presenting Concerns

(Please share the main concerns and the steps that were taken to address these issues):

Statement of presenting issue:

- 1.
- 2.
- 3.

Steps proposed to address issue:

- 1.
- 2.
- 3.

Time frame for anticipated Correction:

- 1.
- 2.
- 3.

Outcome Consequences:

- 1.
- 2.

The student understands that the CSUSM MSW Program requirements of 496/620 hours of first/second level field placement is a basic requirement of a CSWE accredited social work program and that without the field experience the student will not have fulfilled all necessary graduation requirements. The signatures below indicate that all parties agree to and will abide by the procedures as explained in the document. Additionally, the student signature below indicates that the student is aware of the policy of the CSUSM Department of Social Work which states that if students cannot remediate corrective actions set forth in this document the Department reserves the right to remove the student from the field practicum site.

Name of Student

Date

Field Instructor

Date

Appendix VIII - Student Learning Log



Student Learning Log

The Learning Log is a journal of your field placement experience. One of the most important aspects of developing a clinical persona is self-awareness. In a clinical setting this is known as countertransference. By journaling experiences in field and related feelings, the emerging social worker becomes more aware of where they are personally, intellectually, and professionally.

The purpose of the Learning Log is to assist the beginning social worker in identifying self-awareness and developing a set of coping skills and resources need to be an effective practitioner. Ideally the Log should have entries each week while in field and contain the following reflections:

4. Social work ethics/values and your thoughts about ethical behavior, value conflicts, and ethical dilemmas
5. Working with different populations
6. Agency policy and its impact on clients
7. Resiliency in your clients/community
8. Multi-agency collaborations: what's working, what's not
9. Social justice issues
10. Cultural competence
11. Empowerment practices
12. Leadership models in your agency
13. Feelings about the difficult problems/circumstances people face
14. Observations of staff and their use of skill, how they manage their time, your time
15. Reactions to your role, engaging in relational processes, troubling or powerful experiences
16. Questions and thoughts about how your activities relate to the profession of social work, how are you reconciling differences? How do you value your experience?
17. How your own background/experiences influences your role as a helper/advocate

While it is not expected that the weekly entry contain all of those listed, these are common issues that arise in field and should be reflected in the entries throughout the field year.

Field faculty will provide students with the details on how and where to turn in your weekly entries.

Appendix IX – Foundation Year Field Application Form



Department of Social Work

FIELD PLACEMENT APPLICATION

Instructions:

When complete, print and return to **Director of Field Education at the Field Orientation meeting in June.**

Name: _____
Current Address: _____
City, State: _____ Telephone # _____
Zip Code: _____ Cell Phone # _____
Email address: _____
Sex: Female Male Ethnicity: _____

Emergency Contact Information:

Name: _____ Relationship: _____
Phones: Home: _____ Cell: _____

Are you Bilingual and/or Bicultural? Yes No

Bilingual? If yes, please indicate language(s) _____

Fluency: Read Write Speak

Bicultural? If yes, please indicate _____

Transportation: you are responsible for your own transportation to and from your field agency and for any travel during your assignment. Most field settings require use of an automobile. Agencies *may be* 45 minutes or more drive.

Automobile available for your use? Yes No

If "No", please explain: _____

Are there any special circumstances that we should be aware of in planning your field placement? (Check all that apply):

Family Responsibilities Explain: _____

Physical Challenges Explain: _____

Health Problems Explain: _____

Learning Disabilities Explain:

Medications Explain:

Other: Explain:

ADA Advisement: If you expect that you will be requesting an accommodation because of a disability, we require that you register with the University's Disabled Student Services. Please provide information of the specific accommodation(s) that you require. This information will be shared with the placement agency to ensure that reasonable accommodations will be provided. Student disclosure of a required accommodation because of a disability is voluntary and only necessary if requesting an accommodation.

Foundation Year field placements are varied and provide the student with an overview of human service settings and an environment in which to begin to apply classroom knowledge to actual practice. The following is a list of populations and clinical issues that you may be working with during your foundation year placement(s): ***adolescents, adult women; adult men; children; families; older adults; AIDS; Alzheimer's; cancer; child abuse; child and family protective services; corrections/criminal; developmental disabilities; domestic violence; emotionally disturbed children and/or adolescents; family service; gay/lesbian; health/medical; homelessness; juvenile delinquency; mental health; public social services; severe mental illness; social work in schools; substance abuse; veterans; hospice.***

Please identify, from the above list, three (3) areas of most interest to you:

- 1) _____
- 2) _____
- 3) _____

Felony/Misdemeanor Convictions:

MSW student interns shall be professional and act in accordance with the laws, social work values, ethics, and University academic standards, including the *NASW Code of Ethics*, which governs Social Work Practice. Felony/misdemeanor convictions, depending on severity can lead to the following: ***an academic year delay in field practicum placement; immediate field practicum ineligibility; and/or disqualification from the program.*** Each case is reviewed individually in relationship to the program requirements, policies, curriculum requirements, laws, ethics and values directing the standards of the social work profession. Misrepresentation and/or omission statements will be considered for immediate ineligibility for the CSUSM Field Education component of the MSW program. Please complete the following questions:

1. Have you ever been convicted in the U.S. or abroad of a crime that is related to the ethical responsibilities and standards of a social work professional as described in the *NASW Code of Ethics*? (www.socialworkers.org/pbs/code) Yes No

2. Have you ever performed an act involving dishonesty, fraud, or deceit in the U.S. or abroad with the intent to benefit yourself or another, or with intent to injure another?
 Yes No
3. Have you ever been convicted of any crime in the U.S. or abroad involving child abuse, elder abuse, and domestic violence, assaultive or abusive issues?
 Yes No
4. Have you ever been ordered to register as a mentally disordered sex offender or the equivalent in the U.S. or abroad?
 Yes No
5. Have you ever been denied a professional license or had a professional license revoked because of a legal, professional or ethical issue?
 Yes No

If you answered "yes" to any of the questions above, please provide an explanation: identify the issue(s), date(s), occurrence(s), place, rehabilitation, restitution, etc. Please attach a separate sheet of paper (typed) to address the above.

A field education application for a student intern position may be denied on the grounds that the applicant knowingly made a false statement of fact required to be revealed in this application. Therefore, if you are unsure of the applicability of a past crime to the ethical responsibilities and standards of a social worker, err on the side of including the information.

Release:

I authorize the release of the information contained in this application, as necessary, to field agencies where I may be assigned. I agree to accept the placement given me by the MSW Program. To the best of my knowledge, the information contained in this application is true and correct. I understand that providing false information may result in termination from the program.

Signature of Applicant

Date

Appendix X – Concentration Year Field Application Form



Department of Social Work

Concentration Field Application Form

Name: _____

Address: _____

Telephone # _____ Cell # _____

Email: _____

Listed below are typical populations or settings available for 2nd year field placements. Please indicate your top three preferences by indicating 1st, 2nd, 3rd, on the space next to the setting.

_____ Adult Outpatient
_____ Adult Inpatient
_____ Families
_____ Older Adults
_____ Schools

_____ Children's Outpatient
_____ Children's Adolescent Inpatient
_____ Hospice/Palliative Care
_____ Domestic Violence
_____ Veterans & Military

If you have an interest in a setting or population that you do not see above, please describe here:

Most settings require some type of background clearance and/or health screening. Is there any possible reason that you would not be able to successfully complete these requirements?

No Yes

If "Yes" please explain here:

You are required to provide your own transportation to and from your field agency and to any meetings, home visits, etc. that may occur while at the field agency. Is there any reason that you would not be able to comply with this requirement?

No

Yes

If "Yes" please explain here:

You will be interviewing with a minimum of two different agencies. It is your responsibility to set up interviews with each agency/contact person. Please bring an updated copy of your resume to your interview, to include in it your foundation year placement. After you have interviewed with the agencies, please notify the Field Education Office of your preference for placement based on your interviews. There will be deadlines within which to complete your interviews and send your preferences to the Field Education Office. Once accepted into a field placement agency, no changes will be made to field placement assignments.

My signature below signifies that the information above is true to my best knowledge and that I agree to the terms established by the Field Education Office.

Student Signature

Date

Appendix XI - Agency Evaluation of Field Program



Department of Social Work Field Instructor Evaluation of MSW Field Program

We would like your evaluation of the CSUSM MSW Field Practicum program. Your feedback provides valuable insight into areas that are working well and those that may need revisions.

Please place an X in the box that applies in each category.

NA= Not Applicable 1=Poor, 2=Fair, 3=Average, 4=Above Average, 5=Outstanding

Content Area	N/A	1	2	3	4	5
The CSUSM MSW Department works actively with my agency to develop rich social work learning opportunities for field students						
The CSUSM MSW field faculty makes sufficient contact and offers support and obtains feedback						
The CSUSM MSW Department prepares students to actively participate in and use supervision						
The CSUSM MSW Department promotes student adherence to the <i>NASW Code of Ethics</i>						
The CSUSM MSW field faculty is helpful at facilitating field instructors' and students' preparation of learning contracts						
The CSUSM field faculty actively monitors students' progress on learning contracts						
The CSUSM MSW Department is flexible on student's field schedules when agency time conflicts arise						
CSUSM field faculty are available and provide timely responses to questions and concerns						
When problems arise in the field, the field faculty provides sufficient assistance in problem resolution						
The CSUSM MSW Department training for field instructors has been valuable to me						

Comments:

Appendix XII – Student Evaluation of Field Practicum



Department of Social Work MSW Student Evaluation of Practicum Experience

Purpose: This evaluation form was created as a means of improving the quality of the MSW Field Education Program at CSUSM. At the end of the evaluation is a section asking you to indicate your preference in allowing the Program to share this information with your prior field instructor and placement agency. By providing feedback to the agency our goal is to improve the quality of the practicum experience for future students in that setting.

Student _____ **Date** _____

Agency _____

Field Instructor _____

Please rate the overall attitude of the agency toward social work student training:

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments: _____

Please rate the overall quality of the agency's orientation to the field placement:

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments: _____

Were you given specific responsibility for direct client contact or appropriate assignments within the first three weeks of the placement? Yes ___ No ___

Comments: _____

Please rate the extent to which your placement offered assignments and experiences which allowed you to practice and apply concepts, principle and techniques learned in the classroom?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments: _____

Please rate the extent to which the agency offered a full range of social work practice assignments and learning experiences to help you master social work EPAS competencies:

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments _____

Please rate the extent your placement offered opportunities to work with clients of diverse racial, ethnic and cultural backgrounds?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments: _____

How effective was your Field Instructor in helping you develop social work skills and competencies?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments _____

How well did your Field Instructor help create an environment in which you felt you could take risks, ask questions, make mistakes or express a difference of opinion?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments _____

How effective was your Field Instructor in helping you work out whatever problems arose in relation to your field placement?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments _____

How well did your Field Instructor model professional social work values and ethics?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments _____

How well did your Field Instructor communicate clear and consistent expectations to you?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments _____

How effective was your Field Instructor in assessing your strengths and limitations as the field placement progressed?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments _____

How well did your Field Instructor help you to integrate the class and field experience?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments _____

Did your Field Instructor schedule and keep regular weekly supervision with you?

Yes ___ Most of the Time ___ On Occasion ___ Rarely ___

Was your Field Instructor available to you at times other than your weekly supervision?

Yes ___ Most of the Time ___ On Occasion ___ Rarely ___

Did your experience at the agency contribute positively to your identity as a social worker?

Yes ___ No ___

Comments _____

Overall, how do you rate your MSW internship experience at CSUSM?

Excellent ___ Very Good ___ Satisfactory ___ Fair ___ Unsatisfactory ___

Comments: _____

Other comments: _____

SIGNATURE & RELEASE OF INFORMATION:

Please Sign Only One of the Following Release of Information Statements:

YES, I DO grant permission to the CSUSM Master of Social Work Program to release this evaluation form to my prior field instructor and placement agency. I understand my permission will expire in 12 months from the date of my signature, unless I revoke it sooner. This release may be revoked at any time by written request to the MSW Field Education Director.

Student Signature

Date

NO, I DO NOT grant permission to the CSUSM MSW Program to release this evaluation.

Student Signature

Date

Appendix XIII – Student Pre-Field Assessment



Department of Social Work

Foundation Year Student Pre-Post Field Assessment

Name: _____ Date: _____

1) What is the mission of the Social Work Profession:

2) Are you familiar with *NASW Code of Ethics*? _____ Yes _____ No

3) Please list the 6 NASW Ethics Codes:

I)

II)

III)

IV)

V)

VI)

4) Are you familiar with the CSWE EPAS Core Competencies? _____ Yes _____ No

5) Please list the 10 EPAS Core Competencies:

I)

II)

III)

IV)

V)

VI)

VII)

VIII)

IX)

X)

6) Are MSW social work interns considered Mandated Reporters? ____ Yes ____ No

7) Please describe informed consent:

8) Are you familiar with laws regarding client confidentiality in social service settings?
____ Yes ____ No

9) List the reasons why social workers must break client confidentiality:

10) What does HIPPA stand for?

11) Describe the role of a field instructor:

12) The field practicum site must provide the following: (check all that apply)

- Opportunities for direct practice with individuals
- Opportunities for direct practice with groups
- Opportunities for macro and/or administrative learning experiences
- Opportunities to work with diverse populations
- An Agency Orientation to include Safety Procedures
- Weekly Supervision (at least 1 hour) with an MSW
- Task supervisor, on site, if field instructor is off-site
- Time to work on non-field class assignments and capstone project/ thesis
- Time to work on field assignments such as process recordings and weekly journal logs
- Trainings on specific clinical interventions and best practice interventions

13) Please describe a Process Recording and its purpose:

14) Please describe a Student Learning Log and its purpose:

15) Please describe the basic tenets of competency-based social work education:

Appendix XIV – Competency Activities in Field Practicum

Competency Activity Examples in Field Practicum

1. IDENTIFY AS A PROFESSIONAL SOCIAL WORKER: Competency Activity Examples

- Keep a reflective journal log of professional development and challenges; submit to field instructor weekly for discussion in supervision.
- Summarize learning from Ethics training and classes; relate to current agency policies and client/system issues in weekly supervision or written reports.
- Attend multidisciplinary staff meetings and discuss social work perspective and roles regarding projects and/or cases; observe and analyze different disciplines' roles and viewpoints with field instructor.
- Present cases/issues according to professional presentation guidelines in team meetings and supervision. Review and discuss social work theories and principles that apply to student agency work.
- Create a weekly agenda for supervision that includes reports on clients/projects, integration of classroom learning, and personal reflections regarding professional development.
- Review agency legislative agenda and discuss with field instructor key issues, themes, and factors affecting social policies, organizational service delivery, and clients/projects from a strengths, systems and structural perspective.

2. ETHICS: Competency Activity Examples:

- Apply *NASW Code of Ethics* to agency practice: identify potential areas of conflict.
- Review Code of Ethics, keep reflection journal regarding standards and issues. Prioritize standards as related to agency risks in written format. Submit and discuss in supervision.
- Informally interview agency professionals regarding ethical issues faced in practice, and how these were handled; discuss in supervision.
- Review ethics guidelines of other professions (nursing, attorneys, etc.) and discuss with field instructor differences of viewpoints, potential conflicts, and ethical decision making processes.
- Review recovery principles and least restrictive treatment setting alternatives; identify potential risks to specific clients versus the value of self-determination.
- Relate ethical principles to case consultations in team meetings and supervision.
- Review agency case practice examples, role-play those or specific client ethical issues with field instructor in preparation for casework.
- Identify agency and client ethical dilemmas that may be caused by funding cuts; discuss with field instructor.
- Attend interagency meetings and in-service presentations on aspects of ethical service; report learnings in written memo or in supervision.

3. CRITICAL THINKING: Competency Activity Examples:

MICRO:

- Observe and participate in health and safety in home visit; prepare shadow (unofficial) documentation per agency guidelines; compare case notes with accompanying professional, make possible case recommendations.
- Interview members of a treatment team for different perspectives and make recommendations for future treatment based on all information, in writing or through discussions with field instructor.
- Meet with field instructor to determine needs and goals of evaluation of self and clients/projects; identify assumptions, cultural beliefs, previous experience and other factors influencing decision-making.

MEZZO:

- Participate in and observe Child Protective Team Staffing; review values, goals, outcomes, dynamics, and team effectiveness in strengths-based interventions and planning.
- Interview stakeholders to evaluate program effectiveness; create interview questions, interview at least 5 consumers/constituents, submit written report to field instructor, to include recommendations for improvements and/or internal policy changes.

MACRO:

- Analyze DCFS' policy and programs addressing disproportionality of children of color in the foster care system, develop recommendations for addressing this issue, present report to team.
- Attend agency meetings that address upcoming changes due to legislative budget cuts; analyze effects on agency and clients/constituents, develop and submit written analysis to include recommendations for service reorganization or reprioritization.

4. DIVERSITY: Competency Activity Examples:

- Student will be assigned a diverse caseload and work with a task field instructor of differing ethnicity and/or gender; discuss with field instructor the perspectives and issues that arise in working across difference.
- Maintain a caseload of non-majority clients; attend relevant trainings to learn about generational trauma, language, cultural practice; apply knowledge in work with clients, documentation of case notes, team meetings; discuss insights with field instructor.
- Keep a reflective journal log in which to record observations of practice, cultural considerations, personal reactions, and ideas for using strengths-based and empowerment perspectives. Discuss these learnings with field instructor in supervision.

5. HUMAN RIGHTS/SOCIAL & ECONOMIC JUSTICE: Competency Activity Examples:

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- Familiarize him/herself with current political events and their effects on clients. Discuss with field instructor.
- Reflect on their (students') own experiences of oppression and discrimination and discuss with field instructor.
- Contact legislators about a current advocacy need and assist clients to do the same.
- Discuss process with field instructor.
- Attend Lobby Day and write in journal about key learning experiences; share with field instructor.

6. RESEARCH: Competency Activity examples:

- Research effective engagement interventions with Latino families and present to field instructor and staff.
- Review demographic data of selected ethnic group in the community and examine childcare vs. pre-school attendance to prepare for kindergarten; discuss results with field instructor.
- Interview parents about negative experiences with special education and social service providers and discuss with field instructor.
- Engage extended family in the planning for the child by completing a genogram with family.
- Examine Access to Special Education services and discuss disproportionately with field instructor.
- Examine targeted interventions for school attendance/engagement and discuss with field instructor.

7. HUMAN BEHAVIOR/SOCIAL ENVIRONMENT: Competency Activity examples:

- Review student's syllabi for current theoretical underpinnings; contextualize relevance to agency through supervision meetings.
- Discuss application of theory (person in the environment; strengths recovery model, etc).
- Make connections between referral process and how it connects to theory (e.g. Maslow's hierarchy of needs).
- Become familiar with two to three different assessment tools including understanding strengths and limitations of each tool.
- Apply human developmental stages ages 6 through 13 with clients; integrate understanding of human development to case examples; discuss with field instructor.
- Write process recordings for two clients. Discuss in supervision with field instructor.

8. POLICY: Competency Activity examples:

- Watch video presentation in field seminar and HBSE courses and participate in facilitated discussion on history, race, and power; relate this to departmental policies in supervision

- Observe and analyze effectiveness of organization/department policies and procedures in serving target population. Discuss in supervision.
- Examine link between federal, state, and local funding to agency and the services to mission population. Create a matrix of Federal/State/Local laws and policies affecting clients/constituents, and service programs they influence.
- Apply information on history and funding to client/constituent cases or projects via a short paper or presentation of findings to staff during a meeting.
- Relate in supervision Federal laws (housing, health care, education, etc.) to client status (e.g., immigration, eligibility for services, psychosocial histories, and intersection with needs and service eligibility).
- Participate in student field seminar to discuss role of agency policies related to students.
- Review history of housing policies and needs (e.g., Section 8); discuss in supervision; prepare fact sheet for clients to explain housing procedures/resources.
- Analyze gaps in services related to current budget projections; make written recommendations for meeting client needs, submit to field instructor.

9. CONTEXT: Competency Activity examples:

- Review demographic data of selected ethnic group in the community and examine childcare vs. pre-school attendance to prepare for kindergarten; discuss results with field instructor.
- Interview parents about negative experiences with special education and social
 - service providers and discuss with field instructor.
- Engage extended family in the planning for the child by completing a genogram with family.

10. ENGAGE, ASSESS, INTERVENE, EVALUATE: Competency Activity examples:

ENGAGE

- Introduce self and role to clients in informal settings such as common room, front lobby, meal service; get to know clients as people without focus on problems; during supervision identify areas of comfort and discomfort in client engagement
- Contact constituents by telephone and in focus groups to learn about community needs and questions, introduce agency and student role, and explore possibilities for greater involvement, focusing on listening, reflective paraphrasing, and clear communications.
- Interview constituents, clients, and/or colleagues in the agency setting to identify factors important to others in your working relationships; discuss in supervision.
- Seek feedback from field instructor, clients, and colleagues about ways to build rapport and trust in interpersonal interactions, and methods of setting goals that are mutually agreeable.

ASSESS

- Review examples of community/client assessments through agency documents; compare to assessment formats in the literature, and discuss in supervision.
- Shadow field instructor or colleague to observe assessment implementation, noting formal/informal style, areas of priority, cultural factors, analysis of meaning re agency mission and scope of practice; write up a shadow assessment, compare with staff assessment; debrief with field instructor.
- Role play an assessment with client/constituent/community with field instructor or colleague, and report on areas of confidence and discomfort, strengths-based perspectives, and goal-planning options.
- Conduct at least three client/program/community assessments as lead interviewer with a field instructor or colleague present; review areas of strength and difficulty, documentation accuracy, priorities and implications for intervention/next steps. Conduct, document, and review at least two assessments independently once fully trained, reporting progress in supervision.
- Research group/education/planning models in the literature to meet service needs of agency, assess feasibility for the agency through interviews with staff and clients/constituents, write report to field instructor of findings and recommendations.

INTERVENTION

- Build a caseload of up to 5 clients to monitor progress towards goals, provide agency recommended models of intervention, and review contacts and documentation with field instructor. In supervision, compare and contrast agency methodologies with models of intervention found in the literature from research or classroom learning.
- Develop and implement a public educational workshop to address legislative agendas of importance to community and agency, focusing on information needed for advocacy efforts and advocacy training.
- Review client/group/community services to analyze possibilities for prevention services that might enhance treatment-oriented approaches or address community needs (e.g., anti-bullying education in schools, domestic violence education, culturally sensitive models of independent living supports, gathering information to counter proposed budget cuts).
- Participate in community/field of practice coalition meetings to analyze trends and needs, develop coordinated approaches to advocating for improved laws or standards, and assist in writing reports or articles to communicate plans and results to larger community.

EVALUATION

- Review each client contact and file for progress toward mutually-agreed upon goals; discuss with client and field instructor ways to maximize supportive counseling/services for goal attainment.

- Identify and utilize pre-post assessment/evaluation or data collection tools recommended by agency for use with clients/programs/community initiatives; discuss themes with field instructor.
- Review agency program evaluations via annual reports, quality assurance committee targets for improvement, social work database information, etc. to analyze service effectiveness; present themes and learnings to field instructor and in staff meetings.
- Develop and implement evaluation questions and format for clients/constituents/groups, program, or community assessment, identifying issues and needs with field instructor and participants; analyze results with field instructor, write a summary report.

MACRO PROJECT EXAMPLE FOR FIRST YEAR FOUNDATION STUDENTS:

- Intern organizes a community planning group
- Intern participates in a steering committee, a task force, a social action group, or an inter-organizational body such as a coalition, to address social problem.
- Intern creates and implements a client survey or conducts an evaluation of service outcomes.
- Intern researches and writes a grant proposal
- Intern prepares and implements a training, seminar or community outreach event, i.e. a health fair.
- Intern develops new client support group, researches topics and plans curriculum.

Appendix XV – EPAS Foundation & Advanced Competencies Matrix For Evaluating Student Mastery Of Practice Behaviors



Department of Social Work

EPAS Foundation & Advanced Competencies Matrix

The EPAS Core Competencies Table is organized as follows:

EPAS Core Competencies: Each of the ten core competencies set forth by the Council on Social Work Education serves a standard to be met for MSW Program accreditation. The CSUSM MSW program curriculum and corresponding field education supports student mastery of these competencies. These competencies are articulated in the CSWE Educational Policy for Accreditation Standards (EPAS, 2008).

Foundation Practice Behaviors: Each EPAS core competency has a set of practice behaviors that demonstrate the extent to which students are becoming competent in a given area. These behaviors are listed in this column.

Advanced Practice Behaviors: Advanced practice behaviors for students in their concentration year of master's-level graduate education. Expected Advanced competencies are listed in this column.

The Foundation Year Field Practicum includes direct work with individuals, families and groups in the context of institutions/organizations and communities. It rests on a practice perspective that views the human being and the environment as parts of an ecological system in which each part reciprocally shapes the other. In order to integrate these two perspectives students are expected to maintain a dual focus in their assessments and interventions on both **a)** the person and **b)** the relevant elements of the physical and social environment in which the person lives. This **person-in-environment** paradigm is fundamental to social work practice as it engenders a deeper understanding of the contexts and mechanisms that shape the person and thus allow for a greater ability to provide services that bring about desired change.

The Concentration Year Field Practicum presents an opportunity to both deepen and extend Foundation Year Practice learning and provide for the acquisition of advanced social work interventions related to a specific field or **concentration** of practice. This advanced field practicum should provide the graduate MSW student with a base for responsible professional practice and for continuing professional development. Concentration Year practice expands on individual as well as group and family work although the emphasis is one decided upon by the student and matched with the placement opportunities in the Field, based on a concentration – i.e., behavioral health or Children, Youth, and Families. Students may further select sub-specialization populations to work with in the Concentration year to include: veterans, older adults, or child welfare.

Core Competencies and Practice Behaviors Related To Direct Practice Skills and Knowledge:

EPAS Practice Behaviors are organized to match the *Learning Agreement and the Comprehensive Skills Evaluation*, included in this Field Education Manual.

Student performance will be assessed on the ten core areas of social work competency identified by the Council on Social Work Education (EPAS, 2008). Field Instructors rate student performance related to master of these competencies in the Comprehensive Skills Evaluation, using the following scale:

Level 1 = The intern **does not yet demonstrate basic skill** in this area (**this may occur for various reasons, including the student not having an opportunity to practice the behavior in this placement**).

Level 2 = The intern is **beginning to demonstrate basic skill** in this area

Level 3 = The intern **often demonstrates basic skill** in this area; however, intern's performance is uneven

Level 4 = The intern **consistently demonstrates skill** in this area

Level 5 = The intern **demonstrates a high level of skill** in this area

Competency	Practice Behaviors	Advanced Practice Behaviors – Children, Youth, and Families	Advanced Practice Behaviors— Behavioral Health	Advanced Practice Behaviors— Title IV-E
E.P. 2.1.1. Identify as a professional social worker and conduct oneself accordingly	<p>PB 1. Advocate for client access to the services of social work.</p> <p>PB 2. Practice personal reflection and self-correction to ensure continual professional development.</p> <p>PB 3. Attend to professional roles and boundaries.</p> <p>PB 4. Demonstrate professional demeanor in behavior, appearance, and communication.</p> <p>PB 5. Engage in career long learning.</p> <p>PB 6. Use supervision and consultation.</p>	APB-CYF 1. Understand and identify professional strengths, limitations and challenges.	APB-BH 1. Develop, manage, and maintain therapeutic client relationships within the person-in-environment and strengths and perspectives.	<p>APB-IV-E 1. Interact positively with clients, colleagues and supervisors and demonstrate skill in seeking out suitable client services and ensuring client access to those services.</p> <p>APB-IV-E 2. Maintain professional demeanor and boundaries in practice situations, demonstrate skill in articulating professional knowledge and effective use of self, and utilize appropriate resources to ensure professional growth.</p> <p>APB-IV-E 3. Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts.</p>
E.P. 2.1.2. Apply social work ethical principles to guide professional practice	<p>PB 7. Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>PB 8. Make ethical decisions by applying the standards of the <i>NASW Code of Ethics</i> and if applicable the <i>IFSW/ASSW Statement of Principles</i>.</p> <p>PB 9. Tolerate ambiguity in resolving conflicts.</p> <p>PB 10. Apply strategies of ethical reasoning to arrive at principled decisions.</p>	APB-CYF 2. Skillfully identifies and applies ethical principles in making practice decisions when working with children, youth, and families and to articulate their application to routine and challenging ethical contexts.	APB—BH 2. Apply ethical decision making skills to issues specific to working in behavioral health settings.	APB-IV-E 4. Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts.
E.P. 2.1.3 Apply critical thinking to inform and communicate professional judgments	<p>PB 11. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.</p> <p>PB 12. Analyze models of assessment, prevention, and evaluation.</p> <p>PB 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p>	<p>APB-CYF 3. Routinely exercise critical, higher order thinking in evaluating data and proactively seek additional data as required to make reasoned professional decisions.</p> <p>APB-CYF 4. Consistently communicate information, including professional knowledge and judgments, clearly, promptly, effectively, and in a manner appropriate to diverse recipients.</p>	<p>APB—BH 3. Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.</p> <p>APB—BH 4. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations in behavioral health settings.</p>	<p>APB-IV-E 5. Routinely exercise critical, higher-order thinking in evaluating child welfare data and proactively seek additional data as required to make reasoned professional decisions.</p> <p>APB-IV-E 6. Consistently communicate information, including professional knowledge and judgments, clearly, promptly, effectively and in a manner appropriate to diverse recipients.</p>
E.P. 2.1.4 Engage diversity and difference in practice	<p>PB 14. Recognize the extent to which a culture's structures, and values may oppress, marginalize, alienate, or create, or enhance privilege and power.</p> <p>PB 15. Gain sufficient self-</p>	<p>APB-CYF 5. Demonstrate an acute awareness of how historical and societal variables influence interaction at the micro, mezzo, and macro levels.</p> <p>APB-CYF 6. Consistently demonstrate ability to work effectively with diverse</p>	<p>APB—BH 5. Research and apply knowledge of diverse populations to enhance client well-being.</p> <p>APB—BH 6. Work effectively with diverse populations.</p> <p>APB—BH 7. Identify and use</p>	APB-IV-E 7. In child welfare practice, demonstrate an acute awareness of how historical and societal variables influence interaction at the micro, mezzo, and macro levels and the consistent ability to work effectively with diverse individuals, families,

	<p>awareness to eliminate the influence of personal biases and values in working with diverse groups. PB16. Recognize and communicate their understanding of the importance of difference in shaping life experience. PB 17. View themselves as learners and engage those with whom they work as informants.</p>	<p>individuals, families, and communities. APB-CYF 7. Consistently demonstrate skill in learning from client systems and diverse cultures, being informed by such differences, and applying the knowledge to practice.</p>	<p>practitioners/client differences from a strength perspective.</p>	<p>and communities. APB-IV-E 8. Consistently demonstrate the skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to child welfare practice.</p>
<p>E.P. 2.1.5 Advance human rights and social and economic justice</p>	<p>PB 18. Understand the forms and mechanisms of oppression and discrimination. PB 19. Advocate for human rights and social and economic justice. PB 20. Engage in practices that advance social and economic justice.</p>	<p>APB-CYF 8. Engage in policy practice to improve social and economic justice.</p>	<p>APB—BH 8. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. APB—BH 9. Advocate at multiple levels for behavioral health parity and reduction of behavioral health disparities for diverse populations.</p>	<p>APB-IV-E 9. Engage in POLICY practice to improve social and economic justice in child welfare.</p>
<p>E.P. 2.1.6 Engage in research-informed practice and practice informed research</p>	<p>PB 21. Use practice experience to inform scientific inquiry. PB 22. Use research evidence to inform practice.</p>	<p>APB-CYF 9. Demonstrate skill in conducting evidence-informed literature reviews; apply evidence-informed research interventions to practice; conduct evaluations to determine effectiveness of these interventions. APB-CYF 10. Readily identify changing factors that affect services and initiate culturally competent action to promote responsive, sustainable services dissemination.</p>	<p>APB—BH 10. Demonstrate skill in conducting evidence-informed literature reviews; apply evidence-informed interventions in behavioral health assessment and intervention with clients. APB—BH 11. Use research methodology to evaluate practice effectiveness.</p>	<p>APB-IV-E 10. Demonstrate skill in conducting child welfare literature reviews, in applying findings to practice, in program evaluation, and in knowledge dissemination.</p>
<p>E.P. 2.1.7 Apply knowledge of human behavior in the social environment</p>	<p>PB 23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. PB 24. Critique and apply knowledge to understand person and environment.</p>	<p>APB-CYF 11. In evaluation of practice demonstrate the ability to apply human behavior and the social environment from diverse perspectives.</p>	<p>APB—BH 12. Synthesize and differentially apply theories of human behavior and the social environment to guide practice. APB—BH 13. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive behavioral health assessments. APB—BH 14. Consult with interdisciplinary teams as much as possible, to confirm diagnosis and/or monitor medication in the treatment process.</p>	<p>APB-IV- 11. In evaluation of child welfare practice (engagement, assessment, planning, intervention, and evaluation), demonstrate the ability to apply human behavior and the social environment from diverse perspectives.</p>
<p>E.P. 2.1.8 Engage in policy practice to advance social and</p>	<p>PB 25. Analyze, formulate, and advocate for policies that advance social well-being PB 26. Collaborate with colleagues</p>	<p>APB-CYF 12. Demonstrate knowledge of social work policies impacting children, youth, and families, and assessment of service effectiveness on these populations.</p>	<p>APB—BH 15. Advocate with and inform stakeholders, administrators, and policy makers to influence behavioral health policies that impact client services.</p>	<p>APB-IV-E 12. Demonstrate through policy practice interventions the knowledge of social work values, child welfare relevant policies (including those specific to cultural</p>

economic well-being and to deliver effective social work services	for effective policy action.			groups), and assessment of service effectiveness.
E.P. 2.1.9 Respond to contexts that shape practice	PB 27. Continuously discover, appraise, and attend to changing locales, populations, scientific development, and emerging societal trends to provide relevant services. PB 28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	APB-CYF 13. Readily identify changing factors that affect services to children, youth and families, and initiate culturally competent action to promote responsive, sustainable services.	APB—BH 16. Assess the quality of client's interactions within their social systems.	APB-IV-E 13. Readily identify changing factors that affect child welfare services and initiate culturally competent action to promote responsive, sustainable services.
E.P. 2.1.10 (a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	PB 29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.			
E.P. 2.1.10 (a) Engagement	PB 30. Use empathy and other interpersonal skills. PB 31. Develop mutually agreed-on focus of work and desired outcomes.	APB-CYF 14. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes for children, youth, and families.	APB—BH 17. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and outcomes.	APB-IV-E 14. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.
E.P. 2.1.10 (b) Assessment	PB 32. Collect, organize, and interpret client data. PB 33 Assess client strengths and limitations. PB 34. Develop mutually agreed-on-intervention goals and objectives. PB 35. Select appropriate intervention strategies.	APB-CYF 15. Create service plans that demonstrate data collection and assessment methods reflecting mutually agreed upon goals and respect for clients from diverse backgrounds.	APB—BH 18. Assess client coping strategies to reinforce and improve adaptations to life situations, circumstances, and events.	APB-IV-E 15. Create service plans that demonstrate data collection and assessment methods that reflect mutually agreed upon goals and respect of clients from diverse backgrounds.
EP 2.1.10 (c) Intervention	PB 36. Initiate actions to achieve organizational goals. PB 37. Implement prevention interventions that enhance client capacities. PB 38. Help clients resolve problems. PB 39. Negotiate, mediate, and	APB-CYF 16. Shape interventions that demonstrate effective balance of multiple social work roles and phases of service that recognize client strengths and self-determination.	APB—BH 19. Demonstrate the use of appropriate behavioral health techniques for a range of presenting concerns identified in assessment.	APB-IV-E 16. Shape child welfare interventions that demonstrate effective balance of multiple social work roles and phases of services that recognize clients strengths and self-determination.

	advocate for clients. PB 40. Facilitate transitions and endings.			
E.P. 2.1.10 (d) Evaluation	PB 41. Critically analyze, monitor, and evaluate interventions.	APB-CYF 17. Regularly engage in practice evaluation using reliable and valid methods, and apply the results to benefit clients.	APB—BH 20. Use clinical evaluation of the processes and/or outcomes to develop best practice interventions for a range of behavioral health conditions.	APB-IV-E 17. Regularly engage in practice evaluation using reliable and valid methods, and apply the results to benefit child welfare clients.

Appendix XVI – Process Recording Instructions and Log



Department of Social Work

PROCESS RECORDING GUIDELINES AND FORMATS

Purpose of Process Recordings: To enhance students’ ability to recall the details of their interactive work with clients and/or colleagues; to write clearly and coherently about the complex thoughts, actions and feelings that comprise their social work practice; to reflect on their work, integrating theoretical concepts, skills and values that are being taught in the curriculum; and how they are mastering the ten core competencies.

Process: Each process recording should begin with IDENTIFYING INFORMATION, PURPOSE OF THE INTERVIEW OR CONTACT and the student’s INITIAL OBSERVATIONS. This information sets the objective and subjective aspects of the interaction into context for the field instructor as well as demonstrating the student’s growing understanding of the biopsychosocial realities and unique nesses of each practice situation. In addition, regardless of whether the student uses the Exemplar format below, those that follow, it is critical that a section on ASSESSMENT or ANALYSIS and PLANNING be included in the process recording.

Example: The following format is designed help students differentiate and integrate the cognitive and affective components of their interactions with clients.

Supervisor’s Comments	Interview Content (I said, She said)	Gut-Level Feeling/Response	CLIENT’S FEELINGS/AFFECT	Identify Interventions & Major Themes
The field instructor can make comments and give feedback right opposite the interaction or feelings/ reactions the student records.	Student uses this space to record interaction word-for-word. Includes verbal and non-verbal components. Include all others present, communications such as silence, interruptions, and other unplanned interactions.	Record how you were feeling as the dialogue, activity, or interaction was taking place. Be as open and honest as you can. Use this to look at your feelings and not to analyze the client’s reactions.	Record what you observe to be client’s feelings, and also what the client tells you about how she/he is feeling.	Analyze your interventions; Articulate the skills you are using; Assess your work. Identify practice behaviors used to master core competencies.

PROCESS RECORDING OUTLINE FOR SOCIAL WORK PRACTICE WITH INDIVIDUALS, COUPLES OR FAMILIES:

A. Identifying Information

Write a clear, concise statement about the client(s) and why they are seeing help.

Include a brief statement about the age, sex, role, and other pertinent information for each person present in the session.

If relevant, include a brief statement about other people involved in the situation, which are not present, and how they influence the situation.

B. Purpose of the Session

In a clear, concise statement, discuss the purpose of the session.

Indicate what the client or family considers the purpose of the session to be.

Indicate what you, as student social workers, consider the purpose of the session to be.

Indicate how these perceptions of purpose are similar or different. If different, briefly discuss the implications of this difference.

Discuss the relationship between this session and the previous one(s).

C. Initial Observations of the Client(s)

Describe briefly, in general terms, the physical and emotional climate at the beginning of the session.

Describe your initial impressions of the attitudes and feelings of the client(s) at the beginning of the session.

Describe the feelings and attitudes you brought to the session.

Describe any significant changes in the client(s)' appearance and surroundings that occurred since the previous session.

D. Content of the Session

Describe how the session began.

Describe the actual interaction between the client(s) and you, during the session. The content should be selective and focus on what is significant and pertinent.

Specify pertinent information (content) communicated by the client(s) during the session.

Describe how the client(s) and how you responded to this information (content).

Describe the “feeling” content of the session, as it occurred, both on your part and the part of the client(s).

Describe how the session ended.

E. Assessment

What is your current assessment of this client(s)? Include client(s)' strength and weaknesses.

How is your current assessment the same as or different from your original assessment?

Indicate the theory or other knowledge, learned in your other courses, that helps you understand the process and content of this session, e.g., what knowledge of human behavior or the human condition applies in this practice situation?

F. Plan for the Next Session

Write a brief statement of the plan for the next session.

Explain how you and the client(s) engaged in a mutual process to formulate the plan.

Explain how the plan relates to the problem for which the client(s) sought help.

If relevant, specify what the client(s) are to do between the end of the current interview or session and the next time you meet.

G. Analysis of the Student Social Worker's Practice

Discuss your use of social work practice knowledge and skill during the interview or family session.

What specific social work skills and/or techniques, learned in your practice courses, did you use during the session?

What specific social work skills and/or techniques, learned in your practice courses, could you have used during the session?

What were the strengths and weaknesses in your practice during the session?

Was the purpose of the session accomplished?

After completing the table, reflect upon the session and respond follow-up to questions and use of EPAS competency practice behavior.

NOTE: We request that full names not be used in recordings, only initials, in order to protect confidentiality. Student recordings do not become the property of the student. They should be destroyed at the end of the year or retained by the agency, as the material is confidential.

PROCESS RECORDING OUTLINE FOR SOCIAL WORK PRACTICE WITH GROUPS:

A. Information about the Group

Group Name or Type

Meeting Number Date

Group Members present:

B. Purpose of the Group or Meeting

Write a brief statement on the overall purpose of the group

This statement is included only in the first process recording, or if there is an agreed upon change in the group's overall purpose.

Write a concise statement about the goals of the meeting of the group being recorded.

How were these goals perceived by the group?

How did you perceive these goals?

What are the similarities or differences between the group's perception of these goals and yours?

C. Group Process at the Meeting

Initial Observations

Describe briefly, in general terms, the physical and emotional climate at the beginning of the group meeting.

Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting.

Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting.

Group Member Interaction (Group Process)

Describe what went on within the group during its meeting. For example:

Describe the means of interaction, e.g., program activity, discussion, debate, tasks, etc.

Describe the feeling reactions of the members to this interaction.

Describe your feeling reactions to this interaction.

Describe the effectiveness, vitality, and responsibility of the group's members during the interaction.

Describe your role in the group's interaction.

Describe the ways the group moved toward attainment of its goals

Describe how the group's members dealt with obstacles to attainment of the meeting's goals.

D. Analysis of the Group Meeting

Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.

Indicate the theoretical or other knowledge, learned in you other courses, that helps you to understand the process and content of this group meeting.

On the basis of your analysis, what is your current assessment of:

The stage of the group's development;

The commitment of the group members to the group's purpose;

The climate and tone of the group;

If relevant, discuss specific roles played by individual group members and how they impact the group process.

E. Plan for the Group's Next Meeting

Write a brief statement of the plan for the next meeting of the group.

Explain how the members of the group, including you, arrived at this plan.

Explain how the plan relates to the purpose of the group.

Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.

F. Analysis of the Student Social Worker's Practice

Discuss your use of social work practice knowledge and skills during the group meeting.

What specific social work skills and/or techniques, learned in your practice courses, did you use during the group meeting?

What were the strengths and weaknesses in your practice during the group meeting?

After completing the table, reflect upon the session and respond to follow-up questions and use of EPAS competency practice behavior.

NOTE: We request that full names not be used in recordings, only initials, in order to protect confidentiality. Student recordings do not become the property of the student. They should be destroyed at the end of the year or retained by the agency, as the material is confidential.



Department of Social Work

PROCESS RECORDING FORM

Student Name: _____ Client Name: _____

Agency: _____

Interview Date: _____ Session #: _____

I. **IDENTIFYING CLIENT INFORMATION:**

II. **OBSERVATION:**

III. PURPOSE OF THE SESSION:

Supervisor's Comments	INTERVIEW CONTENT (I said, She said)	Gut-Level Feeling/Response	CLIENT'S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS & MAJOR THEMES
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Supervisor's Comments	INTERVIEW CONTENT (I said, She said)	Gut-Level Feeling/Response	CLIENT'S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS & MAJOR THEMES

Supervisor's Comments	INTERVIEW CONTENT (I said, She said)	Gut-Level Feeling/Response	CLIENT'S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS & MAJOR THEMES

IMPRESSIONS/ASSESSMENT: 1) What did you observe throughout the session – 1) behavior and affect; 2) was the behavior/affect appropriate, explain; 3) how does this behavior/affect fit with what you know about the client’s past behavior/affect; and 4) identify the major themes/issues that emerged.

V. **USE OF PROFESSIONAL SELF:** Choose two significant interventions you made: 1) identify/describe; 2) what was your impression of your effectiveness; and 3) what would you change.

VI. **PLANS:** (Brief statement of your plans for the next session, long range goals, short range goals that are relevant for this client.)

VII. **ISSUES, QUESTIONS OR PROBLEMS:** (To explore in supervisory sessions.)
Areas to explore in your supervisory conference: include issues of diversity, value dilemmas, counter-transference etc.

POST INTERACTION ANALYSIS & INTEGRATION OF CLASSROOM LEARNING WITH FIELD:

Note: Sections A, B, and C may not all be applicable for each recording. Please choose the one that links best with the interaction that you had with the client you are presenting in this recording.

Identify a theory that you learned in the Human Behavior & Theory courses. Explain how this theory helps you to understand the client/client's situation better. Specifically reflect on how this theory helps guide your practice.

Identify a policy that you learned in your Policy Practice courses. Explain how your client/client system faces challenges in working through certain policies (agency policies, federal policies, etc.) and how you think they can be addressed.

Based on the knowledge of Research (through your research courses), can you identify the possible research questions that could be developed on the issue.

2. IDENTIFYING SPECIFIC PRACTICE BEHAVIORS FROM THE EPAS CORE COMPETENCIES: Explain how you implemented these behaviors with your client. *(Use your learning from your Practice courses to reflect on this aspect, review them over a period of time and discuss in supervision).*

Core Competency 2.1.1: Identify as a professional social worker and conduct one-self accordingly:

(Select one or more Practice Behaviors from the list below for the Core Competency).

advocate for client access to the services of social work;

practice personal reflection and self-correction to assure continual professional development;

attend to professional roles and boundaries;

demonstrate professional demeanor in behavior, appearance, and communication;

use supervision and consultation.

Explain how you used one or more practice behaviors.

Core Competency 2.1.2: Apply Social Work Ethical principles to guide ethical practice:

(Select one or more Practice Behaviors from the list below for the Core Competency).

recognize and manage personal values in a way that allows professional values to guide practice;

make ethical decisions by applying standards of the *NASW Code of Ethics*

tolerate ambiguity in resolving ethical conflicts; and

apply strategies of ethical reasoning to arrive at principled decisions.

Explain how you used one or more practice behaviors.

Core Competency 2.1.3: Apply Critical thinking to inform and communicate professional judgment:

(Select one or more Practice Behaviors from the list below for the Core Competency).

distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

analyze models of assessment, prevention, intervention, and evaluation;

demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Explain how you used one or more practice behaviors.

Core Competency 2.1.4: Engage diversity and difference in practice:

(Select one or more Practice Behaviors from the list below for the Core Competency).

recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

recognize and communicate their understanding of the importance of difference in shaping life experiences; and

view themselves as learners and engage those with whom they work as informants.

Explain how you used one or more practice behaviors.

Core Competency 2.1.5: Advance human rights and social and economic justice:

(Select one or more Practice Behaviors from the list below for the Core Competency).

understand the forms and mechanisms of oppression and discrimination;

advocate for human rights and social and economic justice;

engage in practices that advance social and economic justice.

Explain how you used one or more practice behaviors.

Core Competency 2.1.6: Engage in research-informed practice and practice-informed research:

(Select one or more Practice Behaviors from the list below for the Core Competency).

use practice experience to inform scientific inquiry;

use research evidence to inform practice.

Explain how you used one or more practice behaviors.

Core Competency 2.1.7: Apply knowledge of human behavior and the social environment:

(Select one or more Practice Behavior from the list below for the Core Competency).

utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;

critique and apply knowledge to understand person and environment.

Explain how you used one or more practice behaviors.

Core Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services:

(Select one or more Practice Behaviors from the list below for the Core Competency).

analyze, formulate, and advocate for policies that advance social well-being;
collaborate with colleagues and clients for effective policy action

Explain how you used one or more practice behaviors.

Core Competency 2.1.9: Respond to contexts that shape practice:

(Select one or more Practice Behaviors from the list below for the Core Competency).

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services with emphasis on rural and small communities;

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Explain how you used one or more practice behaviors.

Core Competency 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:

(Select one or more Practice Behavior from the list below for the Core Competency).Engagement:

substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

use empathy and other interpersonal skills;

develop a mutually agreed-on focus of work and desired outcomes.

Assessment Skills:

collect, organize, and interpret client data;

assess client strengths and limitations;

develop mutually agreed-on intervention goals and objectives;

select appropriate intervention strategies.

Intervention Skills:

initiate actions to achieve organizational goals;

implement prevention interventions that enhance client capacities;

help clients resolve problems;

negotiate, mediate, and advocate for clients;

facilitate transitions and endings.

Evaluation Skills:

critically analyze, monitor, and evaluate interventions

Explain how you used one or more practice behaviors.

Appendix XVII – Agency Practicum Site Application



California State University
SAN MARCOS

DEPARTMENT OF
SOCIAL WORK

Agency Practicum Site Application

Instructions:

Thank you for your interest in becoming a field practicum agency site for the CSUSM Department of Social Work. For confirmation as a Field Practicum Internship Site, please complete this application and return electronically to Jeannine Guarino, Director of Field Education: jguarino@csusm.edu.

Application Date: _____

Agency Name:		Program:	
Phone #: () 		Fax #: () 	
Address:		City	Zip Code:
Agency Website:			
Executive Director:		Social Service Director (if applicable):	
Intern Contact Person:		Contact Email:	
		Contact Phone #:	
SW Field Instructor Site Supervisor:		FI Email:	
		FI Phone #:	

****If you are using additional programs and/or sites, please attach contact information and addresses for each program/site.***

Auspice of Agency: (check all that apply)	Primary Sources of Funding by Agency:
<input type="checkbox"/> Public organization <input type="checkbox"/> Non-profit organization <input type="checkbox"/> For-profit organization <input type="checkbox"/> Other _____	<input type="checkbox"/> Private <input type="checkbox"/> Public <input type="checkbox"/> Fees/Insurance <input type="checkbox"/> Private Grants Contracts <input type="checkbox"/> Public/Grants Contracts

What Services are offered by your Agency?

(Check all that apply):

<input type="checkbox"/> Administration	<input type="checkbox"/> Domestic Violence	<input type="checkbox"/> Leadership Management
<input type="checkbox"/> Adult Protective Services	<input type="checkbox"/> Family / Couples therapy	<input type="checkbox"/> Legal; Specify _____
<input type="checkbox"/> Advocacy	<input type="checkbox"/> Family Services	<input type="checkbox"/> LGBTQA
<input type="checkbox"/> AIDS/HIV	<input type="checkbox"/> Forensic	<input type="checkbox"/> Medical (Hospital/Clinic)
<input type="checkbox"/> Case Management	<input type="checkbox"/> Gerontology	<input type="checkbox"/> Mental Health Inpatient
<input type="checkbox"/> Child Welfare	<input type="checkbox"/> Group Work /Group therapy	<input type="checkbox"/> Mental Health Outpatient
<input type="checkbox"/> Community Development	<input type="checkbox"/> Health/Medical	<input type="checkbox"/> Military/Veteran's Services
<input type="checkbox"/> Community Organization	<input type="checkbox"/> Homelessness	<input type="checkbox"/> Policy Development
<input type="checkbox"/> Criminal Justice	<input type="checkbox"/> Hotline	<input type="checkbox"/> Political Action/Legislation
<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Hospice	<input type="checkbox"/> Probation
<input type="checkbox"/> Day Treatment	<input type="checkbox"/> Housing	<input type="checkbox"/> Program Planning/Dev./Evaluation
<input type="checkbox"/> Developmental Disabilities	<input type="checkbox"/> Individual Therapy	<input type="checkbox"/> Public Welfare; Specify _____
	<input type="checkbox"/> Immigration/Refugee Services	<input type="checkbox"/> Residential Treatment/Care
		<input type="checkbox"/> Research/Evaluation
		<input type="checkbox"/> School-Based Mental Health Services
		<input type="checkbox"/> Shelter
		<input type="checkbox"/> Substance Abuse/Addictions
		<input type="checkbox"/> Victim/Witness
		<input type="checkbox"/> Youth Services
		<input type="checkbox"/> Other: _____

What languages are required or preferred in serving agency clients?

Specify Language(s): _____ Degree of Fluency: _____
 (Total Fluency or Conversational) Required? Preferred?

Drivers Licensed required? Yes No

Car required during placement?

Yes No

(Note: CSUSM policy – Students cannot transport clients in their own personal vehicle.)

CPR required? Yes No **First Aid required?** Yes No

Computer Literacy? Yes No

Indicate if agency requires any of the following before placement begins:

Assaultive training Security clearance Fingerprinting / Live Scan
 Citizenship Physical examination/PPD Immunizations
 Agency Orientation
 Other (Specify): _____

Will the student be required to pay for these clearances or does the agency cover the cost?

Yes No

Will the student be asked to pay for mileage and gas if they conduct home/field visits? Yes No If Yes, will they be reimbursed? Yes No

Agency Trainings & Policies

Training and Orientation: Do you have a plan for training/orientation that includes (please check all that apply):

Safety Policies/Procedures/Injury & illness Prevention Plan
 Confidentiality Sexual Harassment
 Site and Clientele Overview Mandatory Reporting on Abuse/Neglect
 Emergencies Site Tour

Does your agency have a formal volunteer process in place? Yes No

Are Student Interns eligible to sign-up as volunteers? Yes No

Is there specific additional training that your agency will provide? Yes No
(Specify/add sheet if necessary)

Your policy describing the privacy rights of your clients:

Will students ever work unsupervised with clients? Yes No

Will students operate machinery? Yes No

List any specific health and safety risks associated with student's work assignment:

Has there been a history of violence, environmental hazards or other health and safety risks of the site? Yes No If yes, explain _____

What safety precautions would you recommend for students working at your site? _____

Site Supervisor/Point of Contact

I have completed this form and the information in this application is accurate.

Name (print)

Signature

Date

Title

Please feel free to include agency brochures and any other additional materials with your site application.

We appreciate your commitment in educating our MSW students!

CSUSM DEPARTMENT OF SOCIAL WORK Office Use Only

Date Received: _____

Application reviewed by: _____

Approved Site Date: _____

Initials: _____

Additional Information: _____

Appendix XVIII – Field Instructor Application
Field Instructor / Task Supervisor / Site Supervisor Application

Please complete this form electronically, attach a copy of your resume, and send both to Jeannine Guarino, Director of Field Education: jguarino@csusm.edu.

Field Instructor/Task Supervisor Information			
Date:	First Name:	MI:	Last Name:
Are you applying to be a? <input type="checkbox"/> Field Instructor (Fi) <input type="checkbox"/> Task Supervisor (Ts)			
Fi Phone #: ()		Fi Fax #: ()	
Fi Pager/Cell Phone #:		Fi Email:	
Position:		Length of time at agency (years):	
Full time?	Part time? (Hours per week)	Days/hours at Agency? (ex. Mon-Fri 8am-6pm)	

Agency Information		
Agency Name:	Program:	
Address:	City:	Zip Code:
Agency Phone #:	Website:	
Intern Liaison/Contact Person at Agency:		
Name:	Phone Number:	
Email:		

Education			
	College/University Attended	Degree	Date Received
Undergraduate:			
Graduate:			
Post-Graduate (if applicable)			

Licenses/ Certifications		
<input type="checkbox"/> MSW Year Received _____	<input type="checkbox"/> LCSW License # Year Received _____	<input type="checkbox"/> PPS Credential Year Received _____
<input type="checkbox"/> Other Degree (specify) Year Received _____		

Has your professional license ever been suspended or revoked? Yes No
If yes please explain:

Areas of Expertise / Specialization in Social Work Practice? (Check all that apply to your current position):		
<input type="checkbox"/> Administration	<input type="checkbox"/> Domestic Violence	<input type="checkbox"/> Leadership Management
<input type="checkbox"/> Adult Protective Services	<input type="checkbox"/> Family / Couples therapy	<input type="checkbox"/> Legal; Specify _____
<input type="checkbox"/> Advocacy	<input type="checkbox"/> Family Services	<input type="checkbox"/> LGBTQA
<input type="checkbox"/> AIDS/HIV	<input type="checkbox"/> Forensic	<input type="checkbox"/> Medical (Hospital/Clinic)
<input type="checkbox"/> Case Management	<input type="checkbox"/> Gerontology	<input type="checkbox"/> Mental Health Inpatient
<input type="checkbox"/> Child Welfare	<input type="checkbox"/> Group Work /Group therapy	<input type="checkbox"/> Mental Health Outpatient
<input type="checkbox"/> Community Development	<input type="checkbox"/> Health/Medical	<input type="checkbox"/> Military/Veteran's Services
<input type="checkbox"/> Community Organization	<input type="checkbox"/> Homelessness	<input type="checkbox"/> Policy Development
<input type="checkbox"/> Criminal Justice	<input type="checkbox"/> Hotline	<input type="checkbox"/> Political Action/Legislation
<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Hospice	<input type="checkbox"/> Probation

<input type="checkbox"/> Day Treatment	<input type="checkbox"/> Housing	<input type="checkbox"/> Program Planning/Dev./Evaluation
<input type="checkbox"/> Developmental Disabilities	<input type="checkbox"/> Individual Therapy	<input type="checkbox"/> Public Welfare; Specify
	<input type="checkbox"/> Immigration/Refugee Services	<input type="checkbox"/> Residential Treatment/Care
		<input type="checkbox"/> Research/Evaluation
		<input type="checkbox"/> School-Based Mental Health Services
		<input type="checkbox"/> Shelter
		<input type="checkbox"/> Substance Abuse/Addictions
		<input type="checkbox"/> Victim/Witness
		<input type="checkbox"/> Youth Services
		<input type="checkbox"/> Other: _____

Prior Field Instruction Experience

Have you been a field instructor for other Schools or Department(s) of Social Work
 Yes No

If yes, please list each School or Department of Social Work:

Please list field instruction dates with other Social Work Programs:

Please select the level of students you have supervised as a field instructor (check all that apply):

Undergraduate Graduate Students: Foundation Year Advanced Year --- Direct Practice
 Admin./Com. Dev.

Field Instructor Trainings

Have you completed the Field Instructor Training course (meeting CSWE standards) at another university?
 No Yes If yes, where _____
 When? _____

Regarding my affiliation as a social work field instructor or task supervisor, I understand and agree to adhere to the CSUSM Department of Social Work Field Instructor requirements (located on the following page).

SIGNATURE: _____ DATE: _____

CSUSM DEPARTMENT OF SOCIAL WORK Office Use Only

Date Received: _____

Application reviewed by: _____

Approved Date: _____ **Initials:** _____

Additional Information: _____

**PLEASE CONTINUE ON TO NEXT PAGE FOR LIST OF FIELD INSTRUCTOR
REQUIREMENTS**

Field Instructor Requirements:

- b. MSW from an accredited school of Social Work; two years of experience post master's degree; employed by the agency for at least 9 months prior to becoming a field instructor. A State of California LCSW is preferred.
- c. New field instructors and task supervisors are required to attend the Field Instructor Training Course to meet CSWE standards. The seminars are provided as in-vivo learning workshops (live, face-to-face) and on-line modules, beginning in August each year and continuing through February.

Note: California Board of Behavioral Sciences (BBS) professional continuing education units (CEU's) are awarded for attendance.

- d. Ability to provide a minimum of 1.0 hour(s) of formalized, individual, face-to-face, regularly scheduled supervision each week. Assessment materials shall be prepared by the student and reviewed by the field instructor (i.e., process recordings, audio/videotapes, case presentation, projects, educational learning plan, etc.) on an on-going basis.
- e. Commitment of availability for the entire academic year field instruction period (end of August through mid-May) and the hours the students are in placement.
- f. Being familiar with and following the policies and procedures set forth in the Field Education Manual. Familiarity with the CSUSM Department of Social Work mission, goals, program, and curriculum objectives.
- g. Attendance at the Annual Field Instructor Orientation Meeting (held in mid-August each year) regarding Department and curriculum and/or other updates.
- h. Potential for teaching as demonstrated in: an ability to conceptualize theory and practice; implementing program curriculum with the student; ability to provide the necessary time to the student in planning, preparation, and review for student's supervision; and an ability and willingness to evaluate the student's performance on an on-going, consistent basis and in the required formal written evaluations.
- i. Field instructors will become familiar with and consistently use the respective field education curriculum in developing clear expectations of student performance. Includes required course objectives and competencies, learning plans, process recordings, evaluations, agency site visits, etc. as outlined in the field course syllabi.
- j. Identifies individualized learning opportunities, clients, projects, and tasks within and outside the agency setting in line with the needs and the department's curriculum and goals of the student. Knowledge of the community and its resources.
- k. Provision of a comprehensive orientation to the agency and its services; provide on-going orientation and in-service training regarding pertinent issues, including review of risk management policies and procedures, e.g. office and community safety, harassment, transporting of clients, medical precautions, etc.
- l. Upholds *NASW Code of Ethics*, identifies with the social work profession, demonstrates a strong commitment to social work values, and adhere to the laws that regulate social work practice.
- m. Ongoing collaboration with the field faculty/liaison to enhance the student's educational experiences in the internship.
- n. Notifies and consults with the student's assigned field faculty instructor and/or Director of Field Education of any changes and/or difficulties encountered in the placement experience.

