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Introduction

The Field Education Manual contains the policies and procedures which govern the internship for undergraduate students from the Department of Social Work Education. In addition, the purpose of this manual is to provide a common basis for the field education program including its philosophy, goals, expectations, and organization. It is intended to be useful for all members of the field work team: students, field instructors, field agencies, faculty and administrators. The BA field internship policies have been established to guide field education while preserving professional responsibility to agency clients and the community.
SECTION 1. Overview of Field Education

Purpose of Field Education (Internship)

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

The Relationship of Field Education to Classroom Content

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

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

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

Preparation for Field Education

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

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

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

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

Field Instruction (SWRK 181/182 at 6 units each, CR/NC) must be taken each semester of the senior year, concurrently with Social Work 180 in the first semester and Social Work 183 in the second semester. Each field unit requires 2.5 hours of actual participation per week for a total of 15 hours per week. In the senior year students complete a total of 450 hours in the field, 225 hours each semester, or the equivalent of 15 hours (three, 5 hour days or two full days a week) in a selected community agency. Students are assigned to the same agency for two semesters.

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

Field Internship Administrative Structure

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

Field Coordinator Roles and Responsibilities

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

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

Development and Coordination of Evaluation Processes of the Field Sequence:

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

Coordination and Placement of all Students:

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

Maintenance of the Present Field Placements:

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

Selection of New Placements

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

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

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

Coordination and Liaison Responsibilities among Multiple Sections of Field Practicum Courses:

SWRK 181/182.


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

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

Assistant Field Coordinator Roles and Responsibilities

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

Specific responsibilities include:

Development and Coordination of Evaluation Processes of the Field Sequence:

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

Coordination and Placement of all Students:

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

Maintenance of Present Field Placements

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

Selection of New Placements

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

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

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

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

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

Field Review and Certification Committee

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

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

1. Review and certification of all field placements for specific levels of learning/concentration.
2. Sequence curriculum review and development.
3. Field instruction review and development.
4. Any other matters that may from time to time be referred by the department chair.
Procedures: The committee will develop its own procedures and schedules of meetings as is needed to carry out its responsibilities. The committee will form subcommittees and individual members will be assigned to chair the subcommittees as needed.

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

Faculty Liaison Role and Responsibilities

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

Responsibilities to the Department:

1. Informs the Field Coordinator in a timely manner about any significant changes in the agency, the field experience, or individual student performance.

2. Describes and evaluates the educational opportunities within the agency after consulting with the field instructor and the agency administrator; provides the department with a written liaison report after each agency visit or significant contact within 2 weeks of the visit/contact.

3. Reviews the field evaluation with the field instructor and the student at the end of each semester; reports unsatisfactory or marginal performance to the Field Coordinator; and recommends a grade for the student with input from the field instructor.

4. Serves as principal liaison between the department and the agency including appropriate communication with its executive and/or training director about the total curriculum and the particular goals of field instruction.

5. Obtains information about agency programs and personnel which is given to the Field Coordinator to assist in overall field program planning.

6. Consults with the Field Coordinator and the student’s educational advisor, when appropriate, as to the student’s progress and/or problems.

7. Reads and signs all student evaluations, evaluations of agency and field instruction completed by students, and provides feedback.

8. Evaluates the field placement and makes recommendations to the Field Coordinator.

9. Makes annual recommendations to the Field Coordinator as to the suitability of the agency and the field instructor for continued participation in the field instruction program.

10. Provides field instructor training and student field seminars as assigned.
Responsibility to the Agency:

1. Informs the agency of the department’s expectations regarding the content and structure of field instruction and aids the agency and the field instructor in planning and implementing this content.

2. Confers with the agency about student assignments for the coming year; available field instructors, and educational opportunities; communicates the result of this conference in writing to the Field Coordinator at the end of spring semester.

3. Communicates with field instructors about the department’s curriculum and any changes in the program.

4. Consults with the agency on the development of a student training program that includes individual student learning agreements and participates in final evaluation conferences.

5. Keeps the agency informed and up-to-date on the educational program of the department and provides information about student’s past work experiences, educational background and current academic progress.

6. Suggests learning experiences and assignments which would facilitate student’s meeting expectations. Clarifies level of performance expected.

7. Advises field instructor of the importance of: (1) making expectations clear to the student; (2) providing regularly scheduled supervision; (3) encouraging student responsibility for own learning; and (4) maintaining on-going evaluative feedback to the student regarding his/her progress.

8. Makes periodic visits and calls to review field learning agreement and learning progress.

9. Is available as a resource in the evaluation of the student and in the resolution of problems.

10. Is available to the field instructor and/or student(s) or others for immediate consultation and conflict mediation when requested.

Responsibility to the Student:

1. Prepares the student for the field placement and orients him/her to field instruction.

2. Visits the agency twice each semester, routinely, and more often as necessary.

3. Confers with the student and the field instructor about the student’s experience and performance in accordance with the department’s educational expectations.

4. Helps the student resolve problems related to field instruction (e.g., difficulties with
supervision, learning blocks, conflicts with the agency).

5. Evaluates the student’s progress in consultation with the student and the field instructor.

6. Clarifies department’s expectations as to what the student should know and be able to do when he/she completes the field placement.

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

Field Instructor Role and Responsibilities

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

Seven Dimensions of the Field Instructor Role

a. Creating and Maintaining the Learning Environment. Creates an open, helpful environment for student learning. Develops learning opportunities for students that may go beyond the immediate assignment and task area.

Methods: Preparing for the student by discussing learning opportunities and support needs with colleagues and administrators, facilitating contact between students and colleagues, and making optimal use of task supervisors (i.e. having specified student assignments supervised by other workers.)

b. Providing Student Orientation. Provides information that allows students to understand agency systems as a whole as well as the student’s particular tasks. Provides information in a planned progression from simple to complex.

Methods: Providing initial orientation, on-going task orientation, orientation to all levels of the agency, and informational visits to referral sources.

c. Modeling Job Skills. Provides a model of professional social work skills, judgment and values in action. Allows students to see and analyze professional work of supervisor and other agency professionals.

Methods: Sharing and discussing samples of the field instructor’s work and/or that of other professionals in the agency (case records, reports, tapes, direct observation), and working together on practice tasks with time for processing.

d. Providing Educational Instruction and Administrative Supervision. Provides a structured field instruction meeting on a weekly basis. In collaboration with student, develops a learning agreement to govern placement objectives and tasks. Analyzes examples of student’s work
with student. Provides the student with opportunities to develop professional written and oral skills. Arranges for back-up supervision by other staff.

**Methods:** Making optimal use of learning agreement, process recording, written samples, field instruction agendas, and a consulting style which guides and encourages the learning process.

e. **Giving Feedback and Evaluation.** Provides ongoing feedback about strengths and areas for improvement. Challenges students to grow in skill and understanding. Communicates regularly with the field liaison regarding student progress.

**Methods:** Using regular feedback as part of weekly field instruction, (feedback includes clear suggestions for change and allows the student time to use the feedback for improvement), as well as clear and thorough evaluation processes.

f. **Demonstrating Commitment to Broader Issues in Student Education.** Encourages students to critically examine professional practice within the agency. Provides information about her/his own and agency theoretical perspectives. Helps students to identify a range of strategies. Encourages students to explore the relevance of theoretical learning to practice situations.

**Methods:** Raising theoretical issues in individual and/or field instruction meetings, suggesting relevant readings, facilitating student attendance at staffings, in-services, program meetings and discussing student observations and reactions.

g. **Providing support.** Frequently communicates interest in the student’s progress, communicates openness to student’s request for assistance. Provides helpful perspectives regarding student’s emotional reactions to practice situations.

**Methods:** Providing opportunities for students to share relevant personal reactions, sharing reactions and needs for assistance and facilitating mutual support among a group of interns. (Johnson, Reitmier, & Rooney, 1988)


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

1. The agency will provide a field instructor, who has a Master’s degree or BA degree in social work from a CSWE accredited social work program and 2 years post baccalaureate or MSW social work experience, and who has the knowledge, skills, and experiences that the Department considers essential to mentor an undergraduate student.

2. The field instructor will allow a minimum of one hour agency time weekly per student for field supervision. Agencies in which more than one student is placed may routinely provide group sessions, but should use at least one hour for individual student-field instructor supervision.

3. The field instructor will orient the student to the agency; identify the parameters of the student’s role and responsibility in the agency; introduce the student to staff and other appropriate professionals; arrange for the student to attend staff or committee meetings whenever possible; provide the student with adequate working space, pay attention to other practical necessities that may be involved in completing work assignments, for example,
parking space, access to secretarial help, etc. When possible, the agency will reimburse student for expenses involved in the direct carrying out of his/her responsibilities as a student intern.

4. The field instructor will take responsibility for providing assignments that will include breadth of exposure and variety and depth of experiences. Each student will be provided with individual and collaborative experiences that will give him or her the opportunity to integrate theory as he/she works with individuals, families, groups, communities and other agencies and resources.

5. The field instructor will accept as his/her objectives: increase in the student’s knowledge of social work, expansion of the student’s acceptance of social work attitudes and values, and development of skills required in generalist professional entry level positions in social work as outlined in the learning agreement templates. The field instructor (in conjunction with the Department faculty) will participate in the integration of the student’s classroom knowledge with field practice.

6. The agency and field instructor agrees to provide time for the instruction of students and for attendance at department orientations and training seminars. The field instructor is also willing and able to serve in this role for a full academic year.

7. The field instructor will involve the student in an on-going evaluation of his or her performance in the field which will focus on the specifically assigned individual, family, group and community tasks (see learning agreement templates in Section 6). The field instructor agrees to inform the student immediately if the student’s level of performance is not satisfactory.

8. The field instructor, in collaboration with the student, will also prepare a written evaluation of the student’s progress and potential at mid-term and at the end of each semester. These evaluations should be shared with the student in a joint interview set up for the specific purpose of formal evaluation by the field instructor.

9. The field instructor will attend meetings with the faculty liaison/Field Coordinator as scheduled.

Agency Supervisor (Non Social Work) Role and Responsibilities

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

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

Off-site field Instructor qualifications and responsibilities

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

EPAS (Educational Policy and Accreditation Standards) Competencies & DSWE Practice Behaviors

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Social Work Education
Council on Social Work Education

EPAS Competencies & DSWE BA PRACTICE BEHAVIORS

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| 2.1.1  | Identify as a professional social worker and conduct oneself accordingly. | 1) Demonstrate professional demeanor in behavior, appearance, and communication.  
2) Use social work supervision and practice personal reflection to assure continual professional development.  
3) Attend to professional roles and boundaries. |
|        | Knowledge/values: |  |
|        | 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. |  |

| 2.1.2  | Apply social work ethical principles to guide professional practice. | 1) Apply beginning strategies of ethical reasoning and existing social work ethical codes to arrive at principled decisions.  
2) Recognize and manage personal values in a way that allows professional values to guide practice. |
|        | Knowledge/values: |  |
|        | 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. |  |

| 2.1.3  | Apply critical thinking to inform and communicate professional judgments. | 1) Identify models of assessment, prevention, intervention, and evaluation to practice at all levels of practice.  
2) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. |
<p>|        | Knowledge/values: |  |
|        | 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. |  |</p>
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| 2.1.4  | Engage diversity and difference in practice. | 1) Recognize and understand how diverse factors intersect and assist in understanding experiences of oppression, marginalization, alienation, or creation or enhancement of privilege and power.  
2) Gain sufficient self-awareness to manage the influences of personal biases and values in working with diverse groups.  
3) View themselves as learners and engage those with whom they work as informants. |
|        | **Knowledge/values:** 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. | |
| 2.1.5  | Advance human rights and social and economic justice. | 1) Understand the forms and mechanisms of oppression and discrimination at all system levels.  
2) Advocate for practice of human rights and the goals of social and economic justice. |
|        | **Knowledge/values:** 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. | |
| 2.1.6  | Engage in research-informed practice and practice-informed research. | 1) Begin to use practice experience to inform scientific inquiry and;  
2) Begin to use research evidence to inform practice. |
<p>|        | <strong>Knowledge/values:</strong> 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. | |</p>
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<td>2.1.7</td>
<td><strong>Apply knowledge of human behavior and the social environment.</strong>&lt;br&gt;<strong>Knowledge/values:</strong> 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.</td>
<td>1) Utilize foundation theories of human behavior to guide the processes of assessment, intervention and evaluation; and&lt;br&gt;2) Critique and apply knowledge from liberal arts to understand person, environment and their interaction.</td>
</tr>
<tr>
<td>2.1.8</td>
<td><strong>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</strong>&lt;br&gt;<strong>Knowledge/values:</strong> 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.</td>
<td>1) Identify and articulate societal values reflected in social welfare policies and programs.&lt;br&gt;2) Analyze, formulate, and advocate for policies that advance social well-being.&lt;br&gt;3) Collaborate with colleagues and clients for effective policy action.</td>
</tr>
<tr>
<td>2.1.9</td>
<td><strong>Respond to contexts that shape practice</strong>&lt;br&gt;<strong>Knowledge/values:</strong> 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.</td>
<td>1) Understand changing locales, populations, scientific and technological developments, and emerging societal trends to assess the relevance of services.&lt;br&gt;2) Advocate for changes in service delivery and practice to improve the quality of social services.</td>
</tr>
<tr>
<td>Policy</td>
<td>Competency</td>
<td>B.A. Practice Behaviors (DSWE)</td>
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<tr>
<td>2.1.10(a)-(d)</td>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organization and communities</td>
<td><strong>Knowledge/values:</strong> 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.</td>
</tr>
</tbody>
</table>
| 2.1.10(a) | Engagement Social Workers | 1) Use empathy, reflective listening and other interpersonal skills to effectively engage individuals, families, groups, organizations and communities.  
2) Develop a mutually agreed upon focus of work and identify desired outcomes. |
| 2.1.10(b) | Assessment Social Workers | 1) Collect, organize, analyze, organize, and interpret assessment information from identified systems levels.  
2) Develop mutually agreed upon intervention goals, objectives, and strategies at identified systems levels. |
| 2.1.10(c) | Intervention Social Workers | 1) Implement direct and indirect practice interventions, including those that are evidence based, to address mutually agreed upon goals/objectives at identified systems levels.  
2) Facilitate transitions, interruptions, and endings at identified systems levels. |
<table>
<thead>
<tr>
<th>Policy</th>
<th>Competency</th>
<th>B.A. Practice Behaviors (DSWE)</th>
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</thead>
<tbody>
<tr>
<td>2.1.10(d)</td>
<td>Evaluation</td>
<td>1) Monitor, analyze and evaluate professional behaviors and interventions at identified systems levels.</td>
</tr>
</tbody>
</table>

Knowledge/values:
Catalog Statement
SWRK 180, Seminar in Macro Practice (3). Analysis of and intervention strategies in large groups, organizations and the community. In conjunction with field, this class represents the macro culminating experience in the undergraduate social work major.

Course Description
The major focus of this seminar is learning about large systems (macro systems), such as neighborhoods, communities and organizations. Students will examine the characteristics of macro systems and how they function, barriers to organizational and community competence in the promotion of social justice, tools for exploring the ethics of advocacy and intervention in local contexts, as well as methods of advocacy and intervention in bringing about planned social change as a part of supervised generalist practice. The course will familiarize the student with macro practice, understanding communities and organizations in various cultural and identity groups including people of color, women, LGBTQQI (lesbian/gay/bisexual/transgender/queer/questioning/intersexed), people with disabilities, people who are older, people who are poor and other vulnerable populations, and acting as a change agent in macro systems. The course will integrate foundation content from HBSE, policy, field and research in the macro practice process.

The seminar format of this course will enable the student to plan an active role in the teaching-learning process. The group activity portion of the seminar is intended to provide the opportunity to build practice skills used in macro systems interaction and may be used, at least practically, for participants to plan projects and presentations as well as for field visits and guest presentations.

Prerequisites
SWRK 20, 123, 135, 136, 160, 161/161s and UDWS requirement. Must be taken concurrently with SWRK 181

Required Textbooks and Materials


Examinations and Major Assignment
This is an intensive course aimed at immersing students in macro practice in the community and agencies. The faculty developed this course to be strenuous and intensive to enhance individual and group learning of macro social work practice. Each student is expected to participate in the tasks of this course vigorously. All assignment readings must be completed prior to class time.

Evaluation will include the following instruments:

1) **A meeting analysis.** Perform an ethnographic observation of an agency or public meeting and describe: the participants, the decision-makers, how power was used during the meeting, how the meeting was used to address the needs of vulnerable populations, and what happened at the meeting in terms of the decisions made. Discuss whether you think the meeting addressed the best interests of vulnerable populations. (3-5 pages)

2) **A practice analysis.** Write a brief analysis of an important social work practice aimed at the community at your field agency. Describe the purpose of the practice, how it is conducted, and reflect on its efficacy and importance through your own experiences with the practice. Consider whether this practice supports community empowerment or not. Prepare for group discussion. (3-5 pages)

3) **An agency analysis.** Make a brief presentation about your field agency and compare it to an international agency (COMMON ASSIGNMENT). Describe the agency’s mission and goals, the vulnerable populations served by the organization, the community context in which services are delivered by the organization, and how social work values are implemented by the agency. You are also required to conduct research on an international agency and compare that organization to your field placement: what are the differences in agency structures and approaches to target populations and communities? The presentations will be online. (7-10 slides)

4) **A community analysis.** Conduct an analysis of the community in which your field agency is located or a community in which you have an interest. Describe the place and the population of the community, using demographic data and the approaches discussed in the Homan textbook. Describe the community’s history, the influence and power of residents, any problems or issues experienced by residents, community strengths and assets, how assets can be used for community improvement, how organizations which serve the community work together or should work together, and major challenges faced by the community. Conclude with a brief strategy for community betterment. (7-10 pages)

5) **A grant proposal** written with a group of your classmates. The grant proposal should consist of a general overview of the project for which you wish to obtain funding, information about the people that will be served by the project, a statement of need, a list of goals and objectives, a list of project activities and a timeline, a budget, an evaluation plan, and a list of potential funding sources. Be prepared to briefly present your grant proposal and turn in a summary of your proposal including all of the elements outlined above (Presentation and 5-page proposal)
Assignment and examination schedule

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Points/Percent</th>
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<tbody>
<tr>
<td></td>
<td>Meeting analysis</td>
<td>50</td>
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<td></td>
<td>Practice analysis</td>
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<td>Agency analysis</td>
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<td></td>
<td>Community analysis</td>
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<td></td>
<td>Grant proposal</td>
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<td></td>
<td>Participation</td>
<td>50</td>
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<tr>
<td>90 – 100%</td>
<td>360-400 points</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>359-320 points</td>
<td>B</td>
</tr>
<tr>
<td>70 — 79%</td>
<td>319-280 points</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>279-240 points</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>239 and below</td>
<td>F</td>
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With the permission of the instructor, you may submit one or two extra credit assignments. These assignments are posted on Blackboard. You can earn up to 30 extra credit points for this course.

90-100%  360-400 points  A
80-89%  359-320 points  B
70-79%  319-280 points  C
60-69%  279-240 points  D
59% and below  239 and below  F

Course Goals and Primary Learning Outcomes

Course Goals

1. To provide students the knowledge and social work value base for understanding macro practice. [EPAS 2.1.2; 2.1.3; 2.1.4; 2.1.5]
2. To enable students to develop an understanding of communities as targets for change. [EPAS 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.9]
3. To provide students an understanding of organizations as targets for change. [EPAS 2.1.3; 2.1.4; 2.1.6; 2.1.7; 2.1.10 a-b]
4. To understand and apply concepts related to using task groups and collaboration for macro practice in organizations and communities. [EPAS 2.1.10 a-d]
Learning Outcomes

1. To provide students the knowledge and social work value base for understanding macro practice. [EPAS 2.1.2; 2.1.3; 2.1.4; 2.1.5]
2. To enable students to develop an understanding of communities as targets for change. [EPAS 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.9]
3. To provide students an understanding of organizations as targets for change. [EPAS 2.1.3; 2.1.4; 2.1.6; 2.1.7; 2.1.10 a-b]
4. To understand and apply concepts related to using task groups and collaboration for macro practice in organizations and communities. [EPAS 2.1.10 a-d]

Learning Outcomes

1.1 Develop critical thinking skills to analyze macro systems and explain their characteristics within the framework of the community change, vulnerable populations and multiculturalism. [EPAS 2.1.3; PB 1]

1.2 To understand the complexity of analyzing communities and macro practice skills to work with the intersections of power relationships amongst various groups.

1.3 Examine the social work value base, ethical principles, and human rights embedded in macro practice, including the history of social work macro practice and the social worker’s responsibility to advocate for social change. [EPAS 2.1.3; PB 2; 2.1.5; PB 1 & 2]

1.4 Understand and apply social work and other relevant theories to macro practice including systems theory, the empowerment perspective, ecological theory, conflict theory, and the strengths perspective. [EPAS 2.1.4; PB 1]

1.5 Identify a number of social work roles associated with macro practice including administrator, advocate, broker, coordinator, facilitator, grant writer, mobilizer, community organizer, program developer, and supervisor and apply skills associated with these roles in appropriate practice situations.

2.1 Analyze communities and organizations and utilize theories to assess and examine the structure, environment and nature of social service agencies. [EPAS 2.1.3; PB 1; 2.1.4; PB 1; 2.1.6; PB 1 & 2]

2.2 Examine intervention strategies used to bring about change in organizations and communities.

2.3 Examine the role of research in addressing organization systems, particularly as it relates to process and outcome evaluations.

2.4 Understand how social service organizations supervise personnel and facilitate the delivery of services to clients/consumers and communities.
2.5 Examine how organizations are funded and identify potential funding sources for community projects through a grant writing exercise.

3.1 Examine and discuss the components of community change including assessment, community organizing tactics, planned development, planned implementation, and evaluation. [EPAS 2.1.3; PB 1; 2.1.6; 1 & 2; 2.1.10 a-d; PB]

3.2 Apply relevant theories to understand how communities function, within the context of social, economic, political, and global systems, to promote individual and community health and well-being. [EPAS 2.1.6; PB 2; 2.1.7; PB 1 & 2; 2.1.9; PB 2; 2.1.10 a-d]

3.3 Compare and contrast approaches to community-based research including needs, assets mapping, program evaluation, indigenous research, and participatory action research. [EPAS 2.1.10 a-d]

3.4 Analyze a community and complete a community analysis report.

3.5 Identify interventions commonly used by community practitioners to challenge discrimination and other oppressive practices in communities. [EPAS 2.1.4; PB 1]

4.1 Understand the function of task groups and the roles of group members and facilitators. [EPAS 2.1.10 b]

4.2 Examine how groups set goals and make decisions. [EPAS 2.1.10 a-d; 2.1.10 b]

4.3 Understand the use of group decision-making processes in a variety of settings including committee and board meetings, workplace teams, collaborative efforts among organizations, and coalition-building. [EPAS 2.1.10 b]

4.4 Complete a process analysis of a formal meeting in an agency or public setting that includes an examination of agenda items, speakers, decisions made, and how power is used in the decision-making process.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you are absent.

Course Policies & Safety Issues

Email: You are expected to check your university email regularly or redirect email to the regular mail box that you use. The instructor responds to all program/course related student email. Therefore, if a student does not receive a reply, it means that the instructor may not have received the email and/or it got filtered as possible spam. If a student does not receive a response, contact the instructor by phone to resolve the issue. Students should always put Social Work 180 on the subject line or your risk the email not being opened.
Class Participation and Attendance: Attendance will be taken every class period. Students should contact the instructor before class if a crisis or unavoidable absence occurs;

Late Papers: Students have the responsibility to turn in their work on time. If there is an emergency that may cause the work to be late, students are encouraged to contact the instructor before the paper is due to discuss the situation with the instructor.

Make-up: An assignment or exam may be made up only if the absence is due to extenuating circumstances and at the instructor’s discretion. The student is responsible for notifying the instructor regarding an absence and making arrangement to turn in the assignment.

Use of electronic devices (pagers, cell phones, pdas, etc.) To minimize class disruptions, please turn off these devices during class. If you are required to be “on call” please advise the instructor at the beginning of the class, and sit near the exit. Further, all devices should be put on silent. Please advise the instructor if you want to use your laptop during class, or if you want to record the lecture. Websurfing and reading email during class is not allowed.

University Policies

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

Honor Code

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent
or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Computers**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services [http://www.fresnostate.edu/adminserv/technology/] or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior**

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright Policy**

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copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.
BIBLIOGRAPHY


Hetherington, Dr Tiani; Coates, Professor John; Gray, Professor Mel; Bird, Professor Michael Yellow; Jordan, Dr Lucy; O'Leary, Professor Patrick. (2013). Decolonizing Social Work. Farnham, Surrey: Ashgate.


SWRK 181 (Fall) – Field Instruction A

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<thead>
<tr>
<th>SYLLABUS FOR FIELD INSTRUCTION A (SWRK 181)</th>
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<tbody>
<tr>
<td>Fall 2018</td>
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<tr>
<td>Course Information:</td>
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<td>Units:</td>
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<td>Time:</td>
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Course Description:

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

Prerequisites for the Course:

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

Required Course Materials:

Students enrolled in SWrk 181 are required to purchase liability insurance. See the Undergraduate Field Education Manual for details. It can be located and downloaded at the department website, www.fresnostate.edu/socwork.

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

B. Reading
1. Undergraduate Field Education Manual (available on line at the DSWE website)

Readings as assigned by the field instructor.

Course Specifics:

Summary of the Course: SWrk 181, Field Instruction A, is the field practicum undertaken for 15 hours per week (two or three days a week as designated by the placement agency and the DSWE) for the first semester of the senior year. Students are placed in approved human service agencies under the supervision of selected social work field instructors in order to develop entry level, generalist social work skills. It is the goal of this course to provide students with the practice experience
necessary to integrate the primary theoretical perspectives of the program (systems, ecological, learning and conflict theories) with experience, values, and skills in working with, and on behalf of, clients/constituents in an informed, self-critical and helpful fashion. In keeping with the mission of the Department of Social Work Education, generalist practice knowledge and skills are developed within an empowerment perspective with specific attention to diversity awareness and social justice.

Field Instruction A has a “macro” focus to correspond with concurrent enrollment in the macro practice course, SWrk 180 (formerly SWrk 139). Students develop beginning level social work strategies and skills working with larger systems, intra and inter-agency groups, committees, boards, administration and communities. SWrk 181 is linked to SWrk 180 (macro) and focuses on problem identification, beginning steps of intervention, and the evaluation of one’s own supervised practice. The course syllabi for both SWrk 180 and SWrk 181 are provided to all students and field instructors in the Undergraduate Field Manual. Through a process of active learning, questioning, observing, reflecting and practicing, students are expected to acquire professional generalist social work practice competencies necessary for entry level employment upon graduation. Satisfactory completion of the practicum also serves as preparation for graduate study.

Course Goals:

1. To promote the understanding and development of professional identity as a generalist social worker. (Competency 2.1.1)
2. To promote the understanding of core social work values, standards, ethics, and legal parameters associated with beginning level practice. (Competency 2.1.2)
3. To develop beginning generalist social work practice skills, with an emphasis on macro practice, applying diversity awareness and the principles of social justice and empowerment. (Competencies 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8, 2.1.9, 2.1.10 a, b and c)
4. To begin to develop basic skills in evaluation of practice and research in generalist social work practice with applications in larger systems. (Competencies 2.1.6 and 2.1.10, d)

Student Learning Outcomes:

1.1 Demonstrate an understanding of social work professional roles as they relate to the student’s agency/placement.
1.2 Demonstrate a basic understanding of the mission, goals and structure as well as the chain-of-command in their agency/placement setting.
1.3 Demonstrate professional demeanor in behavior, appearance, communication (oral, written and electronic) and other behavior associated with the norms in their agency/placement.
1.4 Demonstrate ability to set appropriate boundaries with clients, colleagues and agency personnel to maintain professionalism in practice situations.
1.5 Demonstrate appropriate and ethical use of technology to facilitate practice outcomes.
1.6 Demonstrate use of supervision and consultation to inform and support developing professional judgment and behavior.
2.1 Demonstrate understanding and application of social work values as outlined in the NASW Code of Ethics.
2.2 Demonstrate use of reflection and self-regulation to manage personal values and biases and the potential impact they may have on practice with diverse and vulnerable populations.
2.3 Learn the state and federal guidelines for administrative policies and procedures, program management and service delivery relevant to the field placement setting.
3.1 Demonstrate ability to utilize beginning level empathy, reflection and interpersonal skills to engage with diverse and vulnerable populations.

3.2 Demonstrate beginning ability to apply the social systems model and the steps of the problem solving model with an emphasis on empowerment-based macro practice: problem identification; assessment; planning; intervention; evaluation; and termination, including facilitation of effective transitions.

3.3 Demonstrate beginning level skill in carrying out a range of practice roles with diverse and vulnerable populations: i.e. advocate; broker; case manager; facilitator; peer advisor/counselor.

3.4 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

3.5 Demonstrate beginning ability to apply understanding of laws, policies, procedures, funding and budgeting to policy practice in the field placement agency with attention to diversity awareness (i.e. stigmatization) and principles of social justice and empowerment (i.e. disparities).

3.6 Demonstrate understanding of the community served by the agency, as well as its national and global context, and application of strategies at a beginning level to effect empowerment-based community change.

3.7 Participate in social work practice that advances social, economic and environmental justice.

3.8 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

3.9 Demonstrate ability to apply understanding of laws, policies, procedures, funding and budgeting to policy practice in the field placement agency with attention to diversity awareness (i.e. stigmatization) and principles of social justice and empowerment (i.e. disparities).

3.10 Demonstrate understanding of the community served by the agency, as well as its national and global context, and application of strategies at a beginning level to effect empowerment-based community change.

3.11 Participate in social work practice that advances social, economic and environmental justice.

3.12 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

3.13 Demonstrate ability to apply understanding of laws, policies, procedures, funding and budgeting to policy practice in the field placement agency with attention to diversity awareness (i.e. stigmatization) and principles of social justice and empowerment (i.e. disparities).

3.14 Demonstrate understanding of the community served by the agency, as well as its national and global context, and application of strategies at a beginning level to effect empowerment-based community change.

3.15 Participate in social work practice that advances social, economic and environmental justice.

3.16 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

3.17 Demonstrate ability to apply understanding of laws, policies, procedures, funding and budgeting to policy practice in the field placement agency with attention to diversity awareness (i.e. stigmatization) and principles of social justice and empowerment (i.e. disparities).

3.18 Demonstrate understanding of the community served by the agency, as well as its national and global context, and application of strategies at a beginning level to effect empowerment-based community change.

3.19 Participate in social work practice that advances social, economic and environmental justice.

3.20 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

3.21 Demonstrate ability to apply understanding of laws, policies, procedures, funding and budgeting to policy practice in the field placement agency with attention to diversity awareness (i.e. stigmatization) and principles of social justice and empowerment (i.e. disparities).

3.22 Demonstrate understanding of the community served by the agency, as well as its national and global context, and application of strategies at a beginning level to effect empowerment-based community change.

3.23 Participate in social work practice that advances social, economic and environmental justice.

3.24 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

3.25 Demonstrate ability to apply understanding of laws, policies, procedures, funding and budgeting to policy practice in the field placement agency with attention to diversity awareness (i.e. stigmatization) and principles of social justice and empowerment (i.e. disparities).

3.26 Demonstrate understanding of the community served by the agency, as well as its national and global context, and application of strategies at a beginning level to effect empowerment-based community change.

3.27 Participate in social work practice that advances social, economic and environmental justice.

3.28 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

3.29 Demonstrate ability to apply understanding of laws, policies, procedures, funding and budgeting to policy practice in the field placement agency with attention to diversity awareness (i.e. stigmatization) and principles of social justice and empowerment (i.e. disparities).

3.30 Demonstrate understanding of the community served by the agency, as well as its national and global context, and application of strategies at a beginning level to effect empowerment-based community change.

3.31 Participate in social work practice that advances social, economic and environmental justice.

3.32 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

3.33 Demonstrate ability to apply understanding of laws, policies, procedures, funding and budgeting to policy practice in the field placement agency with attention to diversity awareness (i.e. stigmatization) and principles of social justice and empowerment (i.e. disparities).

3.34 Demonstrate understanding of the community served by the agency, as well as its national and global context, and application of strategies at a beginning level to effect empowerment-based community change.

3.35 Participate in social work practice that advances social, economic and environmental justice.

3.36 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

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3.38 Demonstrate understanding of the community served by the agency, as well as its national and global context, and application of strategies at a beginning level to effect empowerment-based community change.

3.39 Participate in social work practice that advances social, economic and environmental justice.

3.40 Demonstrate ability to apply a range of beginning macro practice skills: relationship building; inter and intra professional collaboration; advocacy; confrontation; group problem solving; and assessment of placement agency structure.

Course Requirements/Assignments:

1. Internship attendance. Successful completion of 225 hours is required for each semester.

2. All students will develop a learning agreement using the SWrk 181 learning agreement template. The learning agreement is due by the fourth week of field placement. See the Undergraduate Field Manual for specific requirements.

3. Students will complete evaluation of practice assignments. The assignments will be utilized as a beginning step to evaluating one’s own practice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21/18</td>
<td>Learning Agreement</td>
<td>N/A</td>
</tr>
<tr>
<td>10/10/18</td>
<td>Mid-term Evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>12/12/18</td>
<td>Final Evaluation</td>
<td>N/A</td>
</tr>
</tbody>
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Grading Policy:

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

Course Policies & Safety Issues

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

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

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

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

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

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b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

**Cheating and Plagiarism:**

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Copyright Policy:

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<thead>
<tr>
<th>WEEK</th>
<th>HOURS</th>
<th>FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1    | 15    | Attend DSWE Field Internship Orientation  
Establish schedule for internship  
Discuss mission of the agency  
Attend relevant agency meetings and orientation  
Supervision |
| 2    | 15    | Development of Learning Agreement  
Interview 2 social workers to gain information on their role in the agency  
Discuss your understanding of the role of a social work intern from a generalist perspective  
Supervision |
| 3    | 15    | Discuss appropriate professional boundary setting  
Read and discuss the NASW Code of Ethics  
Shadow experienced agency staff  
Supervision |
| 4    | 15    | **Learning Agreement Due**  
Attend a staff, community meeting, and/or a board of directors meeting  
Conduct an ethnographic interview with someone from a community or culture different from your own  
Supervision |
| 5    | 15    | Identify state and/or federal policies and guidelines associated with your field agency  
Attend relevant agency meetings/Trainings  
Supervision |
| 6    | 15    | Develop a case study and role play an intervention at the macro and micro level  
Develop a plan of service with a population at risk utilizing the problem solving model  
Supervision |
| 7    | 15    | Conduct a plan of action utilizing the problem solving model  
Review documentation of assessment, planning, intervention, evaluation, and termination plan  
Supervision |
| 8    | 15    | Conduct an assessment of your agency  
Gather information about budget, human resources, hiring practices, etc. of your agency  
Discuss professional boundaries  
Casework with client/consumer culturally different from self  
Documentation  
Supervision |
<table>
<thead>
<tr>
<th>WEEK</th>
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<th>FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>15</td>
<td>Utilize the social systems model to address a need in the community specific to populations at risk from a global perspective. Casework and documentation: brokering and linkage to resources. Attend relevant agency/community meetings. Supervision.</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>Make web-based contact with a social service agency outside of the United States and gather the information about the agency. Present a summary of your placement agency and its service delivery based on your agency assessment. Make comparisons from a global perspective. Case management. Supervision.</td>
</tr>
<tr>
<td>11</td>
<td>15</td>
<td>Casework and documentation. Policy practice with or on behalf of a client/consumer. Supervision.</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
<td>Visit 2 agencies that provide services to clients/consumers of your field agency. Conduct participant observation of a small group. Review the process with the co-facilitator. Conduct a needs assessment and write a grant proposal. Supervision.</td>
</tr>
<tr>
<td>13</td>
<td>15</td>
<td>Attend a community event related to your field placement agency and identify community assets and needs for the community assets map. Complete evaluation of practice using goal attainment scaling. Supervision.</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>Casework and documentation. Prepare for termination from internship. Identify learning needs for next semester. Supervision.</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>Termination. Supervision. Final Semester Evaluation for SWrk 181 Due: 225 hours completed.</td>
</tr>
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</table>


SWRK 182 (Spring) – Field Instruction B

SYLLABUS FOR FIELD INSTRUCTION B (SWRK 182)

<table>
<thead>
<tr>
<th>Spring 2019</th>
<th>California State University, Fresno</th>
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</thead>
<tbody>
<tr>
<td>Course Information</td>
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<tr>
<td>Units</td>
<td>Office Number</td>
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<tr>
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<td>Location</td>
<td>Telephone</td>
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<tr>
<td>Website</td>
<td>Office Hours</td>
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</tbody>
</table>

Course Description

SWRK 182. Field Instruction B (6). Second semester field internship. Guided social work practice experience with individuals, groups, families and organizations. Liability insurance required. CR/NC grading only. (Formerly SWRK 181, second semester.)

Prerequisites

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

Required Textbooks and Materials

Students enrolled in SWrk 182 are required to purchase liability insurance. See the Undergraduate Field Education Manual for details. It can be located and downloaded at the department website, www.fresnostate.edu/socwork.

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

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

Course Specifics:

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

Field Instruction B has a “micro” focus to correspond with concurrent enrollment in the micro practice course, SWrk 183 (formerly SWrk 140). Students develop beginning level social work strategies and skills working with small systems, including individual, families and small groups. SWrk 182 is linked to SWrk 183 (micro) and focuses on problem identification, beginning steps of intervention, and the evaluation of one’s own supervised practice. The course syllabi for both SWrk 182 and SWrk 183 are provided to all students and field instructors in the Undergraduate Field Manual. Through a process of active learning, questioning, observing, reflecting and practicing, students are expected to acquire professional generalist social work practice competencies necessary for entry level employment upon graduation. Satisfactory completion of the practicum also serves as preparation for graduate study.

Course Goals

1. To promote the understanding and continued development of professional identity as a generalist social worker. (Competency 2.1.1)
2. To strengthen the understanding of core social work values, standards, ethics, and legal parameters associated with beginning level practice. (Competency 2.1.2)
3. To continue to develop beginning generalist social work practice skills, with an emphasis on micro practice, applying diversity awareness and the principles of social justice and empowerment. (Competencies 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8, 2.1.9, 2.1.10 a, b and c)
4. To demonstrate basic skills in evaluation of practice and research in generalist social work practice with a focus on smaller systems. (Competencies 2.1.6, and 2.1.10, d)

Student Learning Outcomes:

1.1 Demonstrate an understanding of social work professional roles as they relate to the student’s practice with micro systems.
1.2 Demonstrate an awareness of the agency’s basic policy, procedural/protocol guidelines that are utilized in the micro practice system.
1.3 Continue to demonstrate professional demeanor in behavior, appearance, communication (oral, written and electronic) and other behavior associated with the norms in their agency/placement.
1.4 Continue to demonstrate ability to set appropriate boundaries with clients, colleagues and agency personnel to maintain professionalism in practice situations.
1.5 Continue to demonstrate appropriate and ethical use of technology to facilitate practice outcomes.
1.6 Demonstrate continued use of supervision and consultation to inform and support developing professional judgment and behavior.
2.1 Continue to apply social work values, ethics and practice principles as well as self-awareness and self-regulation in working with diverse client systems and colleagues.
2.2 Demonstrate ability to make ethical decisions by applying to practice the standards of the NASW Code of Ethics and the International Federation of Social Workers Ethics if applicable.

2.3 Develop the skills involved in the professional use of self within the profession and the broader community, including vulnerable populations.

3.1 Demonstrate ability to strengthen beginning level empathy, reflection and interpersonal skills in generalist social work practice with diverse and vulnerable populations.

3.2 Demonstrate ability to apply the steps of an entry level problem solving approach derived from the Generalist Practice Model with an emphasis on empowerment-based micro practice: problem identification; assessment; planning; intervention; evaluation; and termination, including facilitation of effective transitions.

3.3 Demonstrate beginning skills in policy practice by applying understanding of laws, policies, procedures, and funding to micro practice in addressing issues common to vulnerable populations (i.e. disparities, stigmatization) with attention to diversity awareness and principles of social justice and empowerment.

3.4 Demonstrate supervised, entry-level skill in carrying out a range of practice roles with diverse and vulnerable populations: i.e. advocate; behavior changer; broker; case manager; facilitator; mobilizer; peer advisor/counselor; teacher.

3.5 Demonstrate ability to apply a range of beginning micro practice skills: engagement; relationship building; empathy; attending and active listening; interviewing; summarizing and information giving; confrontation; contracting; advocacy; and, small group facilitation.

3.9 Participate in social work practice that advances social, economic and environmental justice.

3.6 Demonstrate ability to complete documentation requirements of the placement agency.

4.1 Demonstrate skills in the evaluation of outcomes in work with a small system (e.g. single subject design, goal attainment).

4.2 Utilize professional literature to inform social work practice with small systems.

4.3 Use systematic strategies to examine one’s performance of micro practice skills.

Course Requirements/Assignments:

1. Internship attendance. Successful completion of 225 hours is required for each semester.

2. All students will develop a learning agreement using the SWrk 182 learning agreement template. The learning agreement is due by the fourth week of field placement. See the Undergraduate Field Manual for specific requirements.

3. Students will complete evaluation of practice assignments. The assignments will be utilized as a beginning step to evaluating one’s own practice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>2/15/19</td>
<td>Learning Agreement</td>
<td>N/A</td>
</tr>
<tr>
<td>3/8/19</td>
<td>Mid-term Evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>5/8/19</td>
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</tr>
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Grading Policy:
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**Course Policies & Safety Issues**

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

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

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

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

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

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>Resume schedule for internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss multiple roles of a social worker</td>
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<tr>
<td></td>
<td></td>
<td>Attend relevant agency meetings</td>
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<td></td>
<td></td>
<td>Supervision</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>Development of Learning Agreement</td>
</tr>
<tr>
<td></td>
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<td>Participant observation of an assessment</td>
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<tr>
<td></td>
<td></td>
<td>Review documentation of assessment</td>
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<td></td>
<td></td>
<td>Supervision</td>
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<td>3</td>
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<td></td>
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<td>Meet with faculty liaison</td>
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<td>Supervision</td>
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<td>4</td>
<td>15</td>
<td><strong>Learning Agreement Due</strong></td>
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<td></td>
<td></td>
<td>Conduct a psychosocial assessment</td>
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<td></td>
<td></td>
<td>Develop a plan of service with the identified client/consumer</td>
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<td></td>
<td></td>
<td>Supervision</td>
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<tr>
<td>5</td>
<td>15</td>
<td>Provide case management services</td>
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<tr>
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<td>Attend relevant agency meetings/traings</td>
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<td>Meet with two different professionals to gather information about two other professional value orientations</td>
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<td></td>
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<td>Supervision</td>
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<tr>
<td>6</td>
<td>15</td>
<td>Casework and documentation</td>
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<tr>
<td></td>
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<td>Complete a process recording</td>
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<td>Visit two community agencies</td>
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<td>Supervision</td>
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<tr>
<td>7</td>
<td>15</td>
<td>Conduct an assessment with a family genogram</td>
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<td>Review documentation of assessment</td>
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<td>Complete mid-term self evaluation</td>
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<td></td>
<td></td>
<td>Supervision</td>
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<tr>
<td>WEEK</td>
<td>HOURS</td>
<td>FIELD INTERNSHIP ACTIVITIES/ASSIGNMENTS</td>
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| 8    | 15    | Discuss dilemmas in maintaining professional boundaries  
|      |       | Casework with client/consumer culturally different from self  
|      |       | Documentation  
|      |       | Supervision |
| 9    | 15    | Conduct an assessment and develop an eco map  
|      |       | Casework and documentation  
|      |       | Attend a multidisciplinary/team meeting addressing client needs  
|      |       | Supervision |
| 10   | 15    | Attend a professional meeting (NASW, Social Work Student Organization, etc.)  
|      |       | Case management: brokering and linkage to resources  
|      |       | Supervision |
| 11   | 15    | Casework and documentation  
|      |       | Policy practice with or on behalf of a client/consumer  
|      |       | Supervision |
| 12   | 15    | Co-facilitate a small group  
|      |       | Review the process with the co-facilitator  
|      |       | Supervision |
| 13   | 15    | Complete evaluation of practice using goal attainment scaling  
|      |       | Attend a professional training or conference  
|      |       | Supervision |
| 14   | 15    | Casework and documentation  
|      |       | Prepare for termination from internship  
|      |       | Complete final self-evaluation  
|      |       | Develop plan for professional growth  
|      |       | Supervision |
| 15   | 15    | Termination  
|      |       | Supervision  
|      |       | **Final Semester Evaluation for SWrk 182 Due:** 225 hours completed |


SWRK 183 (Spring) – Seminar in Micro Practice

<table>
<thead>
<tr>
<th>SEMINAR IN MICRO PRACTICE (SWRK 183)</th>
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<tbody>
<tr>
<td>Spring 2019</td>
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<tr>
<td>3 Units</td>
</tr>
<tr>
<td>Tuesday 6:00pm 8:50</td>
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<tr>
<td>Location</td>
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<td>Website: fresnostate.edu/socialwork</td>
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</tbody>
</table>

Catalog Statement

SWRK 183. Seminar in Micro Practice (3); Acquisition of micro social work practice skills integrating human behavior and social environment theories, research, and social policy in interventions with individuals, families and small groups. With field experience, seminar represents the culminating experience in micro practice in the social work major.

Course Description

This seminar is designed to provide the student with foundational knowledge, skills and values for entry-level, supervised social work practice with individuals, families and small groups. The primary focus is on the development of micro practice skills that assist the client/consumer with problem identification, goal setting exploration of beginning steps of intervention and the evaluation of one’s own supervised practice in the delivery of micro services to people in a pluralistic society. The course will promote student awareness and sensitivity to the needs of those who are a part of populations at risk. In addition, specific intervention skills and social worker roles will address at risk populations. Populations at risk include members of cultural and sub cultural groups, people of color, women, LGBTQ (lesbian/gays/bisexual/transgender/questioning), people with mental and physical disabilities, elders, and people who are poor.

This course focuses on the Generalist Practice Model conceptualizing the mastery of the generalist approach to social work services. The course will enable the student to develop a cognitive understanding of a system approach to intervention that is client-driven, brief, goal-directed and concentrated on the clients’ primary concerns. Fundamental to this approach is an emphasis on assessing successful outcomes, client satisfaction, and on monitoring and evaluating one’s own supervised practice as a dimension of outcome oriented social services.

The seminar format of this course will enable the student to plan an active role in the teaching-learning process. The experiential/exercise portions of the seminar are intended to provide the opportunity to build practice skills used with individuals, families and groups, in particular, client engagement and fundamental interviewing skills. Some assignments for this class are linked to expectations and activities to be conducted by students in their social work internships (Social Work 182).

Prerequisites

SWRK 180 and 181. Must be taken concurrently with SWRK 182.

Required Textbooks and Materials
Examinations and Major Assignments

Attendance

Because of the nature of a practice seminar, the expectation is class attendance and participation. Class attendance will be taken every class meeting: **80 points / 16%**

**Film Critique** (COMMON ASSIGNMENT) – Based on a film viewed in class, you will critique the behavior, appearance and communication of a social worker. You will also apply the ethical reasoning and social work code of ethics to a decision the social worker made. This critique will result in a paper. **120 points / 24%**

EPAS 2.1.1 PB 1: Professional Identify – Demonstrate professional behavior, appearance and communication

EPAS 2.1.2 PB 1: Ethical Principles – Apply beginning strategies of ethical reasoning and existing social work ethical code to arrive at principles decisions.

**Interview Recording** (COMMON ASSIGNMENT) - Conduct an interview with a client / consumer to assess a problem that they are experiencing. In the context of the interview, use one of the assessment tools used in class to guide the interview process (such as an eco-systems map, genogram, person-in-the-environment). Your paper will include both the results of the assessment and a description of the dialogue between you and consumer (see guidelines for process recordings in your field manual). During this interview you will develop a mutually agreed upon focus of work and outcomes, as well as intervention goals, objectives, and strategies at identified systems levels. **160 points / 32%**

EPAS 2.1.10(a) PB 2: Engagement – Develop a mutually agreed upon focus of work and identify outcomes.

EPAS 2.1.10(b) PB 2: Assessment – Develop mutually agreed upon intervention goals, objectives, and strategies at identified systems levels.

**Intervention and Evaluation** (COMMON ASSIGNMENT) – Based on the interview recording, develop an intervention and evaluation plan which will address the problems identified. This Intervention Plan will include the following: three specific and measureable goals for the client /
consumer; a discussion of how the social worker and the consumer / client agreed upon the goal choice; a discussion of who will be involved in the plan; a discussion of the specific roles and tasks that each person involved in the plan will be expected to complete; at least one of these roles must include advocate, behavior changer, broker, caregiver, case manager, facilitator, mobilizer, and peer advisor / counselor; where the tasks will be completed; the length of time it will take to complete the tasks and the method by which goal attainment will be evaluated. The Evaluation Plan will clearly identify how this intervention will be evaluated. **140 points / 28%**

EPAS 2.1.10(c) Evaluation PB1: Implement direct and indirect practice interventions, including those that are evidence based, to address mutually agreed upon goals / objectives at identified system levels.

EPAS 2.1.10(d) Evaluation PB 1: Monitor, analyze and evaluate professional behavior and interventions at identified systems levels.

**Grading**

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

"A" = 450-500 points
"B" = 400-449 points
"C" = 350-399 points
"D" = 300-349 points
"F" = 348 points or below

**Course Goals and Primary Learning Outcomes**

**Course Goals**

1. To enable students to apply social work knowledge theories, and practice roles associated with the Generalist Practice Model. (EPAS 2.1.7)

2. To enable students to demonstrate knowledge and the application of social work values and ethics in generalist practice with individuals, families, and small groups. (EPAS 2.1.2)

3. To enable students to practice without discrimination and acquire entry-level skills for culturally competent practice with people who are members of populations-at-risk including people of color, women, LGBTQ, (lesbian/gay/bisexual/transgender/questioning), people with physical or mental disabilities, people who are older, and people who are low-income. (EPAS 2.1.4)

4. To promote student recognition of the relevance of empowerment and social justice in micro practice that emphasizes engagement, communication, and interviewing skills characterized by mutuality, collaboration, and respect for individuals and families in their own environments and historical backgrounds. (EPAS 2.1.1; EPAS 2.1.2; EPAS 2.1.5; EPAS 2.1.10 a-c)

5. To provide students with skills necessary for applying an entry-level, problem-solving approach derived from the Generalist Practice Model including problem identification, assessment, intervention planning, evaluation, and termination. (EPAS 2.1.1; EPAS 2.1.3; EPAS 2.1.6; EPAS 2.1.10 a-d)
Learning Objectives

At the completion of the course each student will demonstrate through class discussion, written examination, presentation, or papers, the ability to:

At the completion of the course each student will demonstrate through class discussion, written examination, presentation, or papers, the ability to:

1.1 Apply basic principles from core social work theories to generalist practice including the systems approach, the ecological perspective, the strengths perspective, and the empowerment model. (EPAS 2.1.7)

1.2 Examine the assumptions of the problem-solving model of service with individuals, families and small groups.

1.3 Describe and apply a range of change agent roles including advocate, behavior changer, broker, caregiver, case manager, facilitator, mobilizer, and peer advisor/counselor.

2.1 Discuss the application of the NASW Code of Ethics to services with individuals, small groups, and families using case scenarios and field internship experiences. (EPAS 2.1.2.)

2.2 Explore and apply assessment strategies that are client/consumer driven and strengths based.

2.3 Examine a conceptual framework that identifies the major components of an intervention/treatment model that is client/consumer driven, empowerment based and culturally aware.

2.4 Identify the socio-economic, developmental and cultural factors that impact individuals, families and small groups.

3.1 Identify and discuss social structures, sources of oppression, family structures, and cultural factors that impact individuals, families and small groups. (EPAS 2.1.4.)

3.2 Examine factors of age, gender, disability, mental illness, ethnicity, social class, cultural diversity, and sexual orientation as central forces in both the client/consumer’s socialization process and the helping relationship. (EPAS 2.1.4.)

3.3 Promote the components of respect, self-worth, self-competence, communication, and system relatedness as the foundation for developing a working relationship with the individual within his/her familial context, families and small groups.

3.4 Identify characteristics of client/consumer systems that may suggest the presence of cultural identification and cultural affirmation. (EPAS 2.1.4.)

4.1 Develop client/consumer engagement skills with individuals, families and small groups that are culturally appropriate. (EPAS 2.1.5;EPAS 2.1.10 a)

4.2 Demonstrate active listening skills with individuals, families and small groups. (EPAS 2.1.10 a)
4.3 Demonstrate interviewing skills that are characterized by respect for client/consumer needs, cultural values, and self-determination and empowerment. (EPAS 2.1.1.; EPAS 2.1.2.; EPAS 2.1.5.; EPAS 2.1.10 b)

4.4 Demonstrate contracting skills that incorporate principles of cultural competency, mutuality, and social justice. (EPAS 2.1.5.; EPAS 2.1.10 c)

5.1 Use critical thinking skills to identify problems and conduct assessments of client/consumer problems. (EPAS 2.1.3.; EPAS2.1.10 a; EPAS 2.1.10 b)

5.2 Demonstrate the ability to develop intervention goals and appropriate case plans that incorporate a number of practice roles including advocate, behavior changer, broker, caregiver, case manager, facilitator, mobilizer, and peer advisor/counselor. (EPAS 2.1.10 c)

5.3 Record and present the progress/non-progress of a single case. (EPAS 2.1.10 d)

5.4 Design outcome measures that incorporate social work principles including social justice and empowerment. (EPAS 2.1.6; EPAS 2.1.10.d)

5.5 Demonstrate skills in practice evaluation and handling disruptions and terminations. (EPAS 2.1.6; EPAS 2.1.10 d)

5.6 Discuss the rationale for, and the importance of, supervision in human service agencies, including case consultation. (EPAS 2.1.1.; EPAS 2.1.10 d)

**Assignment and Examination Schedule**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>80 points</td>
<td>16%</td>
</tr>
<tr>
<td>Film Critique (COMMON ASSIGNMENT)</td>
<td>120 points</td>
<td>24%</td>
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<tr>
<td>Interview Recording (COMMON ASSIGNMENT)</td>
<td>160 points</td>
<td>32%</td>
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<tr>
<td>Intervention and Evaluation (COMMON ASSIGNMENT)</td>
<td>140 points</td>
<td>28%</td>
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<tr>
<td>Total</td>
<td>500 points</td>
<td>100%</td>
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**Subject to Change Statement**
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**Course Policies & Safety Issues**

**DESCRIPTION OF COURSE WRITING POLICY**
Assignments involve both content and writing quality. Completion of assignments requires the student to give careful thought and consideration to each response. Equally important is the quality of the writing of the assignment.

A well done work product should include one’s ability to critically think about the assignment and to effectively apply one’s knowledge of the major concepts taught in this course. It should also be a well written product that clearly conveys the content.

All assignments must follow APA guidelines; contain proper grammar, spelling, punctuation and sentence structure. Assignments will be graded on both content and writing, with 30 % of the grade being based on quality writing.

If, during the course of grading an assignment, there are a significant number of writing errors, grading will be suspended. The paper will be returned to the student, who will be given a timeframe in which to re-write the assignment in an effort to correct the errors.

It is not uncommon for students to face difficulties with writing skills. Students who find themselves in this situation would benefit from scheduling a conference with this instructor as soon as possible to discuss concerns and to offer strategies and suggestions for improvement in writing skills. Resources for assistance are also available.

ATTENDANCE AND PARTICIPATION

University, School, and Departmental policies require all students to attend class. In order to receive full credit for your participation grade you must attend class sessions, be prepared for discussions/complete the readings, and actively participate in the in-class activities/discussions.

LATE PAPERS

Submission of assignments on time is expected. Please consult the instructor in advance of a deadline if you have concerns or problems in this area. Late assignments will automatically be dropped one whole letter grade. Assignments are submitted in “paper” form. All assignments must be turned in within one week of due date or they will not be accepted by instructor.

USE OF ELECTRONIC DEVICES (PAGERS, CELL PHONES, ETC.)

To minimize class disruptions, please turn these devices off during the class except where a situation requires that you be “on-call.” Please advise me of such situations at the beginning of class and sit near the door, so you can exit with minimal disruption to the class. Call phones/smart phones are not to be on the desktop during class unless "on-call" and advance notice provided to the instructor. Computers/tablets may be used in class for note taking purposes only. Students who are found to be surfing the Internet, reading email or otherwise engaged in 'non-class' activities will not be permitted to use these devices during lecture/class discussions.

University Policies

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).
Honor Code
“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

d) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

e) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

f) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism
"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers
"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.fresnostate.edu/adminserv/technology/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior
"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts
the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright Policy**

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page (http://libguides.csufresno.edu/copyright).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.
SECTION 4. Field Education Policies and Procedures

Field Education Site Description and Selection

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

Designated Instructional Sites

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

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

Non Profit Agencies

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

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

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

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

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

Agency Selection Process

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

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

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

1. Agency must be able to provide student with learning opportunities to meet ALL of the common learning goals listed in the learning agreements.
2. Agency staff and administrators must wish to participate in social work education, endorse the goals and objectives of the program, and be willing to develop and maintain effective communication with the Department in all matters relevant to field instruction, and offer support of an administrative, practical and possibly financial kind. Support includes the provision of space, equipment, clerical services, insurance, and travel expenses as detailed in the formal agreement between the university and each agency. Agency Profiles are on file in the department office.
3. Where an agency is not primarily a social service one, there is evidence of its good standing professionally on the national and local level. Its objectives, values and ethics are compatible with those of the program and of the social work profession, and it supports social work values, concepts and goals.
4. Both the agency administration and the field instructors agree to follow program policies set forth in the Field Manual or negotiate for changes as necessary.
5. The agency must be reasonably accessible geographically so that adequate contact can be maintained between the Department and the agency.
6. The agency’s staffing structure is expected to reflect non-discriminatory, affirmative action policies.
7. The agency’s administration supports students’ learning and experiential needs and is sufficiently flexible to allow for innovation and progression in learning assignments.
8. The agency has a conceptual framework identifying the interventive methods utilized in practice which is compatible with relevant social work theory and values.
9. The agency is relatively stable in expecting to maintain programs and personnel throughout the practicum.
10. Agency target systems reflect the broad range of social work concerns, i.e. identifiable unmet bio-psycho-social and/or community needs.
11. Agency client systems are diversified in terms of ethnic origin, age, gender, and socioeconomic status reflective of the community at large.
12. A variety of social work roles are used, and the student can participate in working with people and programs, in the five-part problem-solving process, from assessment through evaluation.
13. The agency is willing to enter into a formal agreement with the university to participate in the program by providing field learning experiences to students for the time period covered by the agreement.

Department’s Curriculum Expectations

Selecting a field site requires thorough study. Settings are required which challenge the students’ interests, maximize their learning, and provide them with the depth and breadth of experience required by the curriculum and the general objectives of the program. It is expected that the agencies selected as field sites reflect the breadth, diversity and variety of fields of practice within the San Joaquin Valley. Agencies are evaluated on their ability to provide assignments with a range of persons of different cultural backgrounds.

It is assumed that the learning experiences provided through field work are essential to the achievement of the objectives of the social work curriculum. Purposeful helping or problem-solving activities with the recipients of social services enable the student to experience the discipline of professional relationships; to gain new knowledge and understanding in all content areas of the curriculum; to learn to apply and test social work principles, values and techniques; and to develop the skills and self-awareness necessary for professional competence as a social worker. The field practicum is undertaken two to three days per week in the senior year. The practicum is taken concurrently with practice courses during both semesters.

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

Use of Employment as a Field Education Site

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

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

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

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

**Basic Requirements of In-Agency Placements**

1. The student has permanent status and has worked for a minimum of one year at the agency; and cleared probationary status for current work assignment;
2. A clear delineation is established between employment roles/responsibilities and educationally focused field practicum experiences;
3. There are specified and separate assigned field work hours and employment hours;
4. It is expected that the employee’s workload will be reduced commensurate to the amount of time required for field practicum;
5. Field practicum assignments must be in a different program or service area than the student’s current or previous work, internship, or volunteer experience(s);
6. The field instructor must either have an M.S.W. or BA in Social Work degree from a CSWE accredited program and 2 years’ experience and be different from the current job supervisor; and have no authority over the student’s employment;
7. The agency, field instructor, and the student meet the criteria as outlined by the Department of Social Work Education curriculum and field education policies;
8. The required In-Agency Field Placement application is completed by the due date set forth by the Field Coordinator;
9. The field practicum meets the curriculum requirements in the specific areas of practice in which the graduate or undergraduate student is concurrently enrolled:
   a. Undergraduate: SWRK 180/181 (Macro) and SWRK 182/183 (Micro)
   b. MSW1: SWRK 280/220 and SWRK 281/221 (foundation practice with individuals, families, groups, organizations and communities)
   c. MSW2: SWRK 282/224/225/246 and SWRK 283/227/247 (advanced practice with individuals, groups, organizations, families and communities)
10. The agency administrator provides written authorization stating approval of use of employment site as a field practicum setting and its commitment in adhering to Department of Social Work Education policies; and,
11. Generally, the student may use an employment site for only one year. There may be exceptions to this policy. Decisions will be based on the learning needs of the individual student and the educational soundness of the in-agency application.

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

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

1. assure the educational focus of field work;
2. provide new and challenging experiences to the student and be able to differentiate practicum activities from regular employment activities;
3. maximize learning opportunities; and,
4. conform to the high standards required of all field experiences.
In order to meet the requirements of an educationally based field work experience, the student, agency and field instructor must meet the following criteria:

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

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

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

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

History of Arrest and/or Convictions

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

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

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

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

Liability Insurance

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

Student Placement Procedures

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

1. General Policies
   a. Student Placement Procedures
The placement process for students occurs during the spring semester.

The process is as follows:

a. Meeting with academic advisor or the Undergraduate Coordinator and review your General Education status. You and your advisor must complete the “Review of Academic Eligibility for SWRK 181” (Field Internship Form) your advisor’s signature indicating that you are eligible for field is required.

b. Complete the SWRK 181/182 application form and make an appointment for a field placement interview in the Social Work office. The application must be typed. The completed SWRK 181/182 application must be turned in when you make an appointment for your interview. All interviews are to be scheduled during February/March. Students who miss this deadline will be scheduled later in a second round of interviews for a much smaller selection of agencies.

c. Letters of introduction will be picked up in the Social Work office by the student.

d. Schedule agency interviews to be completed by the date indicated on the letters.

e. Return the Report on Field Placement Interview Process by the date indicated on the letters.

f. In rare situations when a match cannot be made, the student will have to re-interview in a second round of interviews.

g. At the end of the Spring semester, you will receive a letter from the Field Coordinator’s office listing your agency placement, field instructor, and other placement information. Please note: Field placements are located throughout the Central Valley in Fresno, Kings, Tulare, Madera, and Merced counties. There is no guarantee that your field placement assignment will be in Fresno.

h. You will be instructed to contact the person designated at the agency to confirm your placement and determine what, if any, requirements (e.g., proof of immunizations, background check, orientations) you must complete prior to beginning the internship. Delays in completing prerequisites on time can result in loss of the specific internship assignment and potential delay of internship until the next academic year.

i. If not provided by the agency, costs for prerequisites (e.g., health check/immunizations, background checks, orientations) are the student’s responsibility.

j. No applications for field will be accepted after assignments have been made for fall. Students who miss the spring application period must wait until the following spring to apply.

Unsuccessful Placement Interviews

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

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

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

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

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

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

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

After plans for reassignment have been made, the student is expected to develop plans for termination of the original field assignment with the current field instructor and report such plans to the faculty field liaison.
Any plans for termination of a field assignment should reflect the agreement reached by the student and the field instructor in regard to:

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

Personal Safety of Social Work Students in Field Placement

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

Safety Tips for Students in the Field

Agency Protocol:

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

Security of Belongings:

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

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

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

Safety Tips for Office Meetings:

- When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling an appointment, it is helpful to think about whether other people should be around and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance in the event that a client/consumer becomes agitated. This may include having another staff person in the meeting.

- Clothing that is provocative is never appropriate and, in some instances, may impede one’s ability to act in an unsafe situation, e.g., high heeled shoes, tight skirts, long scarves. Jewelry can also be used to injure the worker.

Safety Tips for Travel:

- When a student is traveling by car for field education activities, it is advisable to have clear directions and know where he or she is going. In general, it is important to be alert and attentive to one’s surroundings, and to lock doors and close windows. Valuables should be placed out of sight in one’s vehicle prior to parking at the destination.

- When traveling by foot or public transportation, it is advisable that students carry as little as possible. Money, license, keys, and other essentials should be carried in a pocket if possible. If a bag or briefcase is grabbed, it is best to let go of it. It is advisable to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat
walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits:

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

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

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

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

Initial Care:
Fresno State Health Center | Phone: 278-2734
Hours of Operation 8:00am–4:45pm M-F
NOTE: Medical assistance limited to first aid treatment

Advanced Care:
Occupational Health Center at Saint Agnes
7202 N Millbrook Ste 108 Fresno CA 93720 | Phone 450-7777
Hours: 8:00am-10:00pm M–F
NOTE: Current primary medical facility; requires referral from CSUF Worker’s Compensation office.

Saint Agnes Occupational Health
4770 W Herndon Suite 110 Fresno Ca 93722 | (559) 450-6340
Hours: 7:30am-4:30pm M-F

Emergency Care:
St. Agnes Medical Center
1303 E. Herndon Avenue, Fresno, CA | Phone 450-3205
Hours: 24 hours daily
(If seriousness of injury requires, call 911)
NOTE: The above noted facilities MUST be used unless the Workers’ Compensation Office has a current signed pre-designation form on file to allow the use of your own primary physician. A form is available on our website listed below.

DOCUMENTATION
1. The Field Coordinator will immediately contact Tracey Garza at 278-2125 when the
injury is reported so the Student Intern, Notice of Claim form can be sent directly to the injured Student Intern.

2. A Supervisor’s Report of Work Injury form must be completed for every injury and sent to the W/C office within 24 hours from the date the injury is reported. (This form is located at http://www.fresnostate.edu/ehsrms/ under workers’ compensation.) This form must be signed by the Field Coordinator or Department Chair in the Department of Social Work Education at Fresno State.

The completed forms are returned to the Workers’ Compensation Office. (Attn: Tracey Garza) at Mail Stop LS140 and fax 278-6995.

QUESTIONS?
Contact Tracey Garza, Workers’ Compensation Specialist at 278-2125 or if after hours contact the University Police Department. If Tracey is not available call Lisa Kao, Environmental Health and Safety at 278-6910.

FOR MORE INFORMATION ABOUT WORKERS’ COMPENSATION BENEFITS
Contact Tracey Garza, or access http://www.fresnostate.edu/ehsrms/ and look under Workers’ Compensation.

Procedures for Incidents Involving Students (No Injury to Student)
Instructions for Field Internship Students (SWRK 181, 182 and SWRK 280, 281, 282 & 283)

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

Agency Rights and Responsibilities

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

j. Notify the Field Liaison and Field Coordinator immediately of any injury to student while in field or incident involving the student that may have implications for his/her liability.

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

Field Instructor Training

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

Field Education Time Requirements

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

In fulfilling these requirements the student has responsibility for:

1. Reporting for field placement on the days assigned throughout the academic year and until the last day of field in each semester. Students may not leave field early simply because they have completed 225 hours for the semester; this is a minimum number of hours expected of students. It is common for students to complete more than this minimum number of hours.

2. Observing only those holidays designated by the university and agency unless other prior
arrangements have been made.

3. The student is expected to:
   a. Discuss with his/her field instructor, in advance, any planned absence from the agency (including withdrawal from school).
   b. Participate in making any arrangements necessary to avoid inconvenience of others (e.g., cancellation of appointments with clients, agency staff etc.).

4. Arrange with his/her field instructor to make up any field education time lost because of chronic illness or family crisis, such as a death or serious illness.

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

5. Secure advanced authorization to substitute another learning experience for some field education days. Students are encouraged to attend certain professional conferences and other meetings of educational value, and are not required to make up the time lost from the field when agency and department approval of such attendance is given. Students wishing to spend a field day in this manner are, therefore, asked to discuss this plan with their faculty liaison and obtain agreement from their field instructor. No more than 10% of field hours may be earned in such activities. Please note that ongoing educational seminars related to programs such as Title IV-E do not count for field placement hours.

6. Adhering to the hours established for employees of the agency (usually 8:00 a.m. to 5:00 p.m. with an hour for lunch, but some agencies have adjusted their 8 hour day in varying ways and a few private agencies have shorter time requirements.)

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

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

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

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

Semester Breaks
Undergraduate students are not permitted to be in field placement during summer or winter breaks. Exceptions may be made when the student must work on an Incomplete under a documented plan that has been approved by the Field Coordinator.

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

Policy Against Harassment
It is the policy of the California State University that each campus and the Office of the Chancellor maintain a working and learning environment free from racial, ethnic and sexual harassment for its students, employees, and those who apply for student or employee status.

This policy applies to students in field practicum. Any incident should be reported to the faculty liaison. The Field Coordinator and the faculty liaison will immediately and confidentially report the incident to the Chair of the Department of Social Work Education. Official complaints will be assessed once an appropriate referral is made to the California State University, Fresno Office of Affirmative Action.

Academic Adjustment for Students with Disabilities
California State University, Fresno is strongly committed to maintaining an environment that guarantees disabled students full access to its educational programs, activities and facilities. All faculty and staff are required to provide “reasonable accommodation” to ensure full access for students with disabilities. This policy applies to the requirements and practices in the field placement. As in all classes, students will be expected to completely fulfill all requirements. Students who are certified as disabled through CSUF Office of Services to Students with Disabilities are responsible for registering SWRK 181 or SWRK 182 as a class with the Office of Services to Students with Disabilities.
Students are also responsible for informing the faculty liaison and field instructor of their disability and request for reasonable accommodation. The full text of the university policy on academic adjustments for students with disabilities is located on the university website.

**Transportation and Incidental Costs and Requirements**

**Transportation:**

Students are expected to take responsibility for arranging transportation to their field placement and for meeting any costs involved. Most field sites in current use are within a 90 mile radius. Unless prevented by law or agency policy, it is expected that the agency will assume the expenses for all assigned activities that include travel. The Department of Social Work Education does not reimburse students for field travel expenses. Travel time to and from the placement agency does not count toward field hours. The Department does not expect students to use personal vehicles to transport clients of the agency; students who consider transporting agency clients in their private vehicles are advised to check agency policies pertaining to this practice as well as to ascertain the extent of their own automobile liability insurance.

**Incidental Costs and Requirements:**

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

**Student Access to Educational Records**

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

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

- When a student provides: a) written consent to disclose personally identifiable information to another college or university; and b) payment of all fees and charges due the campus.

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

Student Stipends

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

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

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

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

PACE yourself by being:

- **Professional**: Follow all university, agency and professional guidelines for conduct. Exercise clear boundaries between your professional and personal life, (i.e don’t “friend” clients on Facebook). Use high level of privacy setting on social media but clearly understand that social networking is in the public domain so there is no real privacy.

- **Accurate**: Be sure that anything you post is true and factual. Use good writing skills that reflect your educational level.

- **Considerate**: Always use a respectful tone in all social media interaction. Remember that as a professional, you represent yourself but you also represent your university, your field placement agency and the social work profession.

- **Extra Careful**: Think twice before you post – if you wouldn’t say it, don’t post it! Online communications are lasting – you can’t take them back. Consider the consequences for you as a person and as a professional.
SECTION 5: Student Roles, Rights, Responsibilities and Due Process Procedures

Students

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

Student Rights

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

Responsibilities of the Student

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

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

Problem Solving Procedures:

1. Student and field instructor discuss the problem constructively and in an issue oriented fashion in an effort to achieve mutually agreeable resolution. If the problem is not resolved to the student’s and/or field instructor’s satisfaction, the student should proceed to the next step.
   
   Note: In rare circumstances, it may not be appropriate for problem resolution to begin between the student and field instructor, i.e. student is being sexually harassed by the field instructor. In such circumstances, the student will begin Step 2 of the Problem Solving Process.

2. Student immediately advises the faculty liaison of the problem. The faculty liaison will facilitate problem resolution in a manner deemed appropriate by the faculty member. If the solution is not amenable to the student, she/he should proceed to step number 3.

3. If the problem is not satisfactorily resolved, the student must request a meeting between her/himself, the field instructor, and faculty liaison. This request shall be in writing to the faculty liaison with a copy to the Field Coordinator. A three-way meeting between the student, field instructor, and faculty liaison will ensue in order to discuss and attempt to resolve the problem.

4. If the problem is still not resolved to the student’s satisfaction, the student may request a meeting with the Field Coordinator. The Field Coordinator will attempt to facilitate problem resolution--inclusive of calling a meeting between the student, field instructor, faculty liaison, agency director, and BA Coordinator if appropriate to discuss and resolve the problem. This step of the process will render a decision and problem solution.

5. The decision/solution achieved in step 4 may be appealed by the student. An appeal must be in writing and addressed to the Field Coordinator (c/o field secretary) with a copy to the Chair of the department. The Chair of the department will render a final decision.

6. Students wishing to appeal decisions rendered in step 5 may do so through the University grievance procedure.

All Students Note:

1. If a field instructor is dissatisfied with a student’s performance, s/he will immediately bring this to the student’s attention during supervision.

2. If the student’s performance does not improve with verbal feedback and/or the performance concerns are of a serious nature, the student will receive prompt written notification. A copy of this notification will be sent to the faculty liaison and
Field Coordinator.

3. Written notification of poor performance must include a Corrective Action Plan (See Section 7) that outlines performance expectations and a timeline for improvement so that the student might meet learning agreement expectations prior to the end of a semester. The Corrective Action Plan template is located in Section 7 and the DSWE website.

4. The faculty liaison will immediately call a three-way meeting to discuss the performance concerns and facilitate agreement on, and assure understanding of the behavioral and measurable performance objectives.

5. If the student does not adequately improve his/her performance within a reasonable and specified period of time, the field instructor will give the student a marginal or unsatisfactory evaluation.

6. All students are responsible for conducting themselves in a professionally appropriate and ethical manner at all times during the field internship. You are responsible for knowing the field placement agency rights described in Section 5 of this manual, including the grounds for dismissal of a student from the field placement agency and possibly the social work program.

Dismissal

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

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

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

1. Refused an internship after the usual placement process and at least 1 additional attempt to place the student in an appropriate internship has ended in refusal to accept the student for an internship.
2. Dismissed from an internship as a consequence of a negative outcome on a corrective action plan.
3. Dismissed from an internship for cause that warrants immediate dismissal.
4. Dismissed from an internship for cause and is either refused further internships by suitable agencies or is unsuccessful in completing the internship in another agency that has accepted the student for the internship. (To make their decision, the proposed agency is given information about the dismissal from the prior internship and interviews the student.)
5. Found to have terminated his/her internship without following the processes outlined in this manual for making such changes. Program faculty will evaluate such cases, recommending actions ranging from replacement to dismissal from the program.
There is no guarantee that a suitable internship will be identified, available, and accept the student, or that all students will demonstrate readiness to participate in field internship, SWRK 181/182. Students who are unable to satisfactorily complete the field internship, SWRK 181/182, will meet with their academic advisor to identify alternatives.

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

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

California law, under Title V, grants the Department the discretion to determine “if the student satisfies such additional professional, personal, scholastic, and other standards” at admission, and if he/she maintains “fitness for the program.” Failure to maintain appropriate “fit” with departmental standards can result in nonacademic dismissal.
SECTION 6. The Learning Agreement and Field Assignments

Introduction

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

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

Requirements

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

The learning agreement reflects the depth and breadth of educational experiences required for each semester (SWRK 181 & 182). These experiences are organized into four areas: Professional Identity; Professional Values and Ethics; Generalist Social Work Practice; and, Evaluation of Practice. Specific assignments are listed for each semester, SWRK 181 and 182, and are to be completed by all undergraduate social work students. The assignments that are derived from the concurrent practice classes, SWRK 180 and SWRK 183, are included in this section to facilitate the integration of class and field. A minimum of one additional field assignment for each area of the learning agreement is required and should reflect student, agency and/or program (i.e. Title IV- E) needs or requirements.

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

1. Semester – Include the year in which you are enrolled in SWRK 181 or SWRK 182.
2. Student Information – Include all of the information indicated on the learning agreement template. The field placement schedule list should be in accordance with the Department of Social Work Education. Assignment of 15 hours per week, minimum of 5 hours per day.
3. Agency Information – Include all of the agency related information on the learning agreement template. Include the name of the non-social work agency supervisor only if you are placed in a
setting under the direct supervision of a non-social worker.

4. **Signatures** – Once the student and field instructor have signed the learning agreement, it will be available to the faculty liaison for review and approval. Once the faculty liaison signs, the learning agreement will be reviewed by the Field Coordinator.

5. **Field Supervision** – Record the specific information about your social work field supervisor as indicated on the template. Include the name(s) of agency staff who are available for backup/emergency supervision in the absence of your assigned field instructor. Clearly indicate who is responsible for the preparation of an agenda for weekly supervision.

6. **Agency Overview** – Write a brief, narrative description of the field placement agency’s organizational structure and the services that are available to clients/consumers.

7. **Learning Assignments** – Required learning assignments are listed in four areas: professional identity; professional values and ethics; generalist social work practice; and evaluation of practice. The assignments listed are required of all BA students and are expected to be satisfactorily completed by the end of the semester. At least one (1) additional learning assignment in each area must also be included in the learning agreement to meet student, agency and/or program needs and requirements. Those assignments that are derived from SWRK 180 or 183 are included in Part D or Part F of this section of the manual.

8. **What the Agency Agrees to provide** – Include additional items under “Other” and be certain that the field instructor initials each item.

The learning agreement template will be available for students, field instructors, agency supervisors and faculty liaisons when it is “launched” on the IPT system at the beginning of the semester.
Fall Semester – SWRK 181 Learning Agreement

Student Information:

FIRST NAME                        MIDDLE INITIAL                        LAST NAME
STREET ADDRESS                    CITY                                    ZIP CODE
PREFERRED PHONE NUMBER            CAMPUS E MAIL ADDRESS

FIELD PLACEMENT SCHEDULE

ACADEMIC ADVISOR                  PHONE                                    E MAIL ADDRESS

Agency Information:

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

Signatures:

STUDENT SIGNATURE                DATE
M.S.W. FIELD INSTRUCTOR SIGNATURE DATE
AGENCY SUPERVISOR SIGNATURE (NON-MSW) DATE
FACULTY LIAISON SIGNATURE DATE
FIELD COORDINATOR SIGNATURE DATE
Field Supervision:

DAY AND TIME OF SUPERVISION

Format (Minimum Requirement: 1 hour per week – individual

NAME OF BACKUP EMERGENCY SUPERVISOR

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

Agency Overview:

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

Goal: To gain beginning level, generalist experience in the field of social work which integrates direct and indirect field experiences with course content in policy, research, practice and human behavior in the social environment. The first semester field placement will include the activities/assignments listed below in four areas: professional identity; professional values and ethics, generalist social work practice; and, evaluation of practice.
<table>
<thead>
<tr>
<th><strong>Professional Identity</strong></th>
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<tbody>
<tr>
<td>1. Complete agency orientation and review agency manuals covering: mission; goals; structure; and, roles of agency personnel. Present your understanding of these components to the field instructor/agency supervisor during weekly supervision. (systems theory)</td>
</tr>
<tr>
<td>2. Learn appropriate professional boundary setting with colleagues and clients/consumers by observing staff during their contacts with clients and agency personnel and discussing observations in supervision with field instructor/agency supervisor. [EPAS 2.1.1, PB 3] (conflict theory)</td>
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<tr>
<td>3. Interview two (2) social workers/professional staff to gain information about their roles in the agency. (systems theory)</td>
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<tr>
<td>4. Meet with field instructor/agency supervisor for weekly supervision and prepare an agenda for supervision with a minimum of 2 items each week. [EPAS 2.1.1, PB 2] (learning theory, empowerment theory)</td>
</tr>
<tr>
<td>5. Meet with your faculty liaison to discuss your learning progress in field placement. (learning theory)</td>
</tr>
<tr>
<td>6. Demonstrate professionalism in dress, attendance, and time management by completing monthly Internship Hours Log, providing notice for any absences or schedule adjustments, and discussing professionalism with field instructor/agency supervisor during weekly supervision. (systems theory)</td>
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<tr>
<td>7. Other Activities/Assignments (Minimum of one is required):</td>
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<td>7a.</td>
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<td>7b.</td>
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<td>7c.</td>
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<thead>
<tr>
<th><strong>Professional Values and Ethics</strong></th>
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<tbody>
<tr>
<td>1. Read the NASW Code of Ethics and apply two of its principles to your observations of an agency activity and discuss with the field instructor/agency supervisor in supervision. [EPAS 2.1.8, PB 1] (empowerment theory, learning theory)</td>
</tr>
</tbody>
</table>
2. Examine the value base of the agency culture and your own biases and personal values. Discuss your findings in supervision with the field instructor/agency supervisor. [EPAS 2.1.2, PB 2] (empowerment theory, conflict theory)

3. Identify a minimum of three state and/or federal guidelines associated with your field placement agency and discuss with field instructor/agency supervisor their impact upon service delivery for clients/consumers. [EPAS 2.1.8, PB 3] (systems theory, conflict theory)

4. Other Activities/Assignments (Minimum of one is required):

   4a.  

   4b.  

**Generalist Social Work Practice**

1. Demonstrate beginning ability to engage, establish rapport, listen, and develop a professional relationship with diverse clients/constituents and agency staff, including populations at risk, as observed by the field instructor and/or agency supervisor. [EPAS 2.1.10 (a), PB 1] (learning theory, conflict theory)

2. Utilize the problem solving model (assessment, planning, intervention, evaluation and termination) to address identified needs at the following systems levels: a minimum of 2 individuals (at least one culturally different from self), and one larger system (i.e. group, agency, community). [EPAS 2.1.10 (c), PB 2] (systems theory, empowerment theory)

3. Utilize the social systems model to address an identified need in the placement agency and the community served by the agency. [EPAS 2.1.7, PB 2] (systems theory)

4. Conduct an assessment of your field placement agency using information from SWRK 180 (refer to the Undergraduate Field Manual for guidelines) and share it with your field instructor. [EPAS 2.1.10 (b), PB 1] (systems theory, conflict theory, learning theory)

5. Research an international agency and compare the agency to your field placement: identify differences in agency structures and approaches to target populations and communities. Discuss your findings in supervision. [EPAS 2.1.9, PB 1] (systems theory, conflict theory)

6. Attend a staff, community and/or a Board of Directors meeting related to the field placement agency and analyze the group and decision-making processes utilizing guidelines from SWRK 180 (refer to the Undergraduate Field Manual) and share the final paper with the field instructor. [EPAS 2.1.8, PB 2] (systems theory, conflict theory)

7. Observe and/or co-facilitate a task group: help set the agenda or goals; keep the group focused; facilitate the input of group members, take minutes, and summarize the meeting. (empowerment theory, learning theory)
### Generalist Social Work Practice

8. Gather information from your placement agency for the SWRK 180 grant proposal assignment: needs statement, project description, budget, etc. (see the Undergraduate Field Manual for guidelines).  
   [EPAS 2.1.3, PB3] (systems theory)

9. Visit 2 agencies that provide services for the clients/consumers of your field placement agency and gather information about those services and relevant contact persons.  
   (systems theory, empowerment theory, conflict theory, learning theory)

10. Develop a community assets map for a community served by your field placement agency using information from SWRK 180 (see the Undergraduate Field Manual for guidelines).  
    (systems theory, conflict theory)

11. Complete the following documentation requirements following agency standards: email; memo; minutes; assessment; etc.  
    (learning theory)

12. Other Activities/Assignments (Minimum of one is required):
    12a.

### Evaluation of Practice

1. Analyze administrative data to identify characteristics of the agency’s service area and report your finding in supervision with your field instructor/agency supervisor. [EPAS 2.1.6, PB 2] (systems theory)

2. Conduct a community/constituent needs assessment. (systems theory, conflict theory)

3. Develop and implement a survey of constituent satisfaction. (empowerment theory)

4. Reflect on your own practice performance through the use of journal writing or recording (process, audio, video) and discuss in supervision with field instructor/agency supervisor. (empowerment theory)

5. Participate in the discussion and completion of your mid-semester and final semester performance evaluation for SWRK 181. (empowerment theory, learning theory)

6. Other Activities/Assignments (Minimum of one is required):
    6a.

#### The Agency Agrees to Provide:

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

#### Field Instructor Initials:

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# SWRK 182 LEARNING AGREEMENT

## Spring Semester

### STUDENT INFORMATION

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<th>STREET ADDRESS</th>
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<th>PREFERED PHONE NUMBER</th>
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### FIELD PLACEMENT SCHEDULE

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<th>ACADEMIC ADVISOR PHONE</th>
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### AGENCY INFORMATION

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<tr>
<th>FIELD INSTRUCTOR (M.S.W. or BA in SW) PHONE</th>
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<tr>
<th>AGENCY SUPERVISOR (non-M.S.W.) PHONE</th>
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<th>FACULTY LIAISON PHONE</th>
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### SIGNATURES

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<th>M.S.W. FIELD INSTRUCTOR SIGNATURE</th>
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<th>AGENCY SUPERVISOR SIGNATURE (NON-MSW)</th>
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<th>FACULTY LIAISON SIGNATURE</th>
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<tr>
<th>FIELD COORDINATOR SIGNATURE</th>
<th>DATE</th>
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</table>
FIELD SUPERVISION

DAY AND TIME OF SUPERVISION

FORMAT: MINIMUM REQUIREMENT 1 HOUR PER WEEK – INDIVIDUAL

NAME OF BACKUP – EMERGENCY SUPERVISOR

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

AGENCY OVERVIEW

BRIEFLY DESCRIBE THE AGENCY’S ORGANIZATIONAL STRUCTURE AND THE AGENCY SERVICES AVAILABLE TO CLIENTS.
**GOAL:** To gain beginning level, generalist experience in the field of social work which integrates direct and indirect field experiences with course content in policy, research, practice and human behavior in the social environment. The second semester field placement will include the activities/assignments listed below in four areas: professional identity; professional values and ethics; generalist social work practice; and, evaluation of practice.

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<tr>
<th>Professional Identity</th>
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<tr>
<td>1. Articulate with field instructor/agency supervisor how agency policies impact client services, particularly with populations at risk. [EPAS 2.1.5, PB 1; EPAS 2.1.9, PB 2] (conflict theory)</td>
</tr>
<tr>
<td>2. Continue to discuss appropriate professional boundary setting with field instructor/agency supervisor, colleagues and clients/consumers by observing staff during their contacts with clients and agency personnel and discussing observations and experiences in supervision with field instructor/agency supervisor. (conflict theory)</td>
</tr>
<tr>
<td>3. Discuss use of multiple roles as a social worker in the professional setting in supervision with field instructor/agency supervisor. [EPAS 2.1.1, PB3] (systems theory)</td>
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<tr>
<td>4. Meet with field instructor/agency supervisor for weekly supervision and prepare an agenda for supervision with a minimum of 2 items each week. (learning theory)</td>
</tr>
<tr>
<td>5. Meet with faculty liaison to discuss learning progress. (empowerment theory, learning theory)</td>
</tr>
<tr>
<td>6. Demonstrate professionalism in dress, attendance, and time management by completing monthly Internship Hours Log, providing notice for any absences or schedule adjustments, and discussing professionalism with field instructor/agency supervisor during weekly supervision. [EPAS 2.1.1, PB 1] (systems theory)</td>
</tr>
<tr>
<td>7. Demonstrate initiative, diplomacy, and professional courtesy in carrying out all field placement responsibilities. (empowerment theory)</td>
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<tr>
<td>8. Attend one professional training or conference that is approved by the field instructor/agency supervisor. (learning theory)</td>
</tr>
<tr>
<td>9. Other Activities/Assignments (Minimum of one is required):</td>
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<tr>
<td>9a.</td>
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</tbody>
</table>
### Professional Values and Ethics

1. Review the NASW Code of Ethics and discuss in supervision each of the six categories of standards as they apply to your experiences as a social work intern in your field placement agency. [EPAS 2.1.2, PB 1] (empowerment theory)

2. Present in supervision one practice situation from internship that required you to address an ethical dilemma. Explain the ethical decision making process used. (conflict theory)

3. Meet with two professionals from two different professional backgrounds outside of social work. Prepare an outline comparing the value orientation of social work to these two other professions and present your findings in supervision. (learning theory, empowerment theory)

4. Apply the concepts of mutuality, respect, collaboration, and professional use of self in the development of professional relationships and discuss on an ongoing basis in weekly supervision. [EPAS 2.1.4, PB 2] (empowerment theory)

5. Other Activities/Assignments (Minimum of one is required)
   5a.
   5b.

### Generalist Social Work Practice

1. Demonstrate ability to engage, establish rapport, listen, and develop a professional relationship with diverse clients/constituents and agency staff, including populations at risk, as observed by the field instructor and/or agency supervisor. [EPAS 2.1.4, PB 1] (learning theory, empowerment theory)

2. Utilize the problem solving approach from the Generalist Practice Model (assessment, planning, intervention, evaluation and termination) to address identified needs at the following systems levels: a minimum of 2 individuals (at least one culturally different from self), one family, and one small group. Discuss your work in supervision with the field instructor/agency supervisor. [EPAS 2.1.10 (c), PB 1] (systems theory)

3. Conduct an assessment of a client/consumer using content learned in SWRK 183 (refer to the Undergraduate Field Manual for guidelines) and share it with your field instructor. [EPAS 2.1.7, PB 1; EPAS 2.1.10 (b), PB 2] (systems theory)

4. Develop a culturally relevant intervention plan mutually with an identified client/consumer to address the needs identified in an assessment using content learned in SWRK 183 (refer to the Undergraduate Field Manual for guidelines) and share it with your field instructor. [EPAS 2.1.4, PB 3] [EPAS 2.1.10 (a), PB 2] (empowerment theory)

5. Meet with an individual client/consumer and develop a three generational genogram as part of the assessment process using guidelines from the Undergraduate Field Manual. (systems theory)

6. Meet with an individual client/consumer and develop an eco-map as part of the assessment process using guidelines from the Undergraduate Field Manual. [EPAS 2.1.3, PB 1] (systems theory)

7. Attend a case staffing or multidisciplinary/team meeting in which client/consumer needs are addressed and share your observations in supervision with the field instructor. [EPAS 2.1.5, PB 2] (systems theory)

8. Observe and/or co-facilitate a small group utilizing course content from SWRK 183: help set the agenda or goals; keep the group focused; facilitate the input of group members, and discuss the facilitation process in supervision. (empowerment theory, conflict theory)
9. Visit 2 agencies that provide services for the clients/consumers of your field placement agency and gather information about those services and relevant contact persons. (systems theory, conflict theory)

10. Complete documentation requirements following agency standards. These requirements may include assessments; service/case plan; case narratives/notes, etc. [EPAS 2.1.3, PB 2] (learning theory)

11. Other Activities/Assignments (Minimum of one is required):

   11a. Evaluation of Practice

   1. Select 2 clients/consumers and conduct an evaluation of the outcome of your intervention using an appropriate systematic study approach (i.e. single system design, goal attainment scaling, etc.). The evaluation plan should include the study design and plans to address ethical issues. Discuss the plan and your findings in supervision. [EPAS 2.1.10 (d), PB 1] (systems theory, conflict theory)

   2. Identify an issue presented by a client/consumer. Review a total of 4 professional articles – two articles can be descriptions of the issue (e.g., describing a policy, theories about the issue, a case example); at least 2 articles should be research/empirical articles that study some aspect (e.g., incidence, cause, treatment) of the issue. Present your review in supervision for discussion. [EPAS 2.1.6, PB 1] (systems theory, empowerment theory, conflict theory)

   3. Complete two process recordings of interventions with 2 clients/consumers using guidelines from the Undergraduate Field Manual. (learning theory)

   4. Write your own mid-term and final semester self-evaluation and discuss your perceptions in supervision with your field instructor/agency supervisor. (learning theory, empowerment theory)

   5. Other Activities/Assignments (Minimum of one is required):

      5a. The Agency Agrees to Provide:

         1. Appropriate learning assignments as required for SWRK 182

         2. A minimum of one hour of weekly supervision with the M.S.W. field instructor or agency supervisor (non MSW).

         3. Adequate space and resources to complete agency related assignments.

         4. Other:

Field Instructor Initials:

   1. ____________________

   2. ____________________

   3. ____________________

   4. ____________________
Concurrent SWRK 181 Practice Assignments

SWRK 181 Field Assignment

1. **Agency Assessment** [EPAS 2.1.10 (b), PB 1]

Students enrolled in SWRK 181, Field Instruction A, are required to complete an analysis of the field placement agency in conjunction with the requirements for their concurrent macro practice course, SWRK 180. While there may be variation among sections of SWRK 180 regarding the course assignment, the field placement component of the agency analysis should include the minimum areas listed below. Refer to your current SWRK 180 syllabus and course materials for additional information. Share your assessment of the agency with your field instructor/agency supervisor.

Areas to Include in Agency Assessment:

1. The agency’s mission and goals.

2. A description of the organizational structure of the agency.

3. A description of the community context in which services are delivered by the agency.

4. Information on specific vulnerable populations served by the agency.

5. A description of agency services.

6. Discuss how social work values are implemented by the agency.

7. Conduct research on an international agency and compare the agency to your field placement: what are the differences in agency structures and approaches to target populations and communities?

2. **Meeting Analysis** [EPAS 2.1.10 (b), PB1]

Students enrolled in SWRK 181, Field Instruction A, will attend a formal meeting related to his/her field placement agency. This meeting should consist of community members, or an organization or political body such as the Board of Supervisors or City Council. The purpose of this assignment is to understand how formal meetings function as venues of decision-making. Use the observations from the questions below to write a paper for SWRK 180 and share the paper with your field instructor/agency supervisor.

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

1) Who are the participants?

2) What is the agency agenda?

3) What are the main issues being presented?

4) Who are the decisions makers and how does the decision-making process function formally at this meeting?

5) How do you see power at work in the meeting?

6) How was the meeting used to address the needs of vulnerable populations?

7) What happened during the meeting in term of the decisions made?
3. Gathering Data for a Grant Proposal [EPAS 2.1.3, PB3]

Students enrolled in SWRK 180 will be required to prepare a 5 page grant proposal. This grant proposal will focus on developing a program or action within the community. It is recommended that the proposal is completed in conjunction with the field placement setting. If not, the student is to discuss the process and learning from the class assignment in supervision to connect it to the placement agency. The following areas need to be researched at the field placement agency in order to develop the written grant proposal assignment for SWRK 180:

1) **Overview**: The project in a nutshell (aim, goals, means, practices, projected outcomes)

2) **Population Served**: Provide information about the people that will be served by the project.

3) **Needs Statement**: The needs statement must include the problem or needs to be addressed, the target population, the cause of the problem or need, the cost of the problem, the current barriers to solving the problem, and the reasons why the proposal will work.

4) **Project Description**: The description must include the goals and objectives of the project and specific activities of the project including some type of time table (Gantt Chart).

5) **Budget**: A budget breaking down personnel costs and operational costs. The budget must include a budget narrative explaining the rationale for both personnel and operational costs.

6) **A list of potential funding sources**: A detailed description of 3-4 funding sources to which the proposal will be submitted.

7) **Evaluation Section**: The proposal must include an evaluation section discussing how the project will be evaluated.

4. Community Assets Map

Community assets mapping is the process of identifying resources (human, financial, material, social) among vulnerable populations in communities. It focuses on assets, rather than solely on deficits, in vulnerable populations and communities. Refer to course material from SWRK 180 for additional information.

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

1) A description of the community in terms of place, population, demographic data, and other basic identifying information.

2) Information about the community’s history (the influence and power of residents, any problems or issues experienced by residents):

3) Identification and classification of the strengths and assets of the community (e.g. churches, banks, grocery stores, community groups, etc.) How can assets be used for community improvement, how organizations which serve the community together or should work together and major challenges faced by the community.

4) Formulate a brief strategy for community betterment based on the Horman text.
Concurrent SWRK 182 Practice Assignments
SWRK 182 Field Assignment

1. Assessment of an Individual Client/Consumer [EPAS 2.1.7, PB 1; EPAS 2.1.10 (b), PB 2]

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

1) **Identifying Information:** Basic identifying information such as the name of the client/consumer (fictitious to maintain confidentiality), age, ethnicity, marital status, occupation, etc.

2) **Reason for Referral:** A brief description of the problem(s)/need(s) that brought the consumer/client to the agency in which you are placed (this should include the individual/agency who referred the client/consumer to your agency).

3) **History of Presenting Problem(s)/Need(s):** A brief history of the presenting problem(s)/need(s). If you have permission, gather information from other relevant sources such as family, school, etc. Be sure to include specific information about the onset, frequency, duration and severity of the presenting concern(s).

4) **Current Functioning:** A description of the client's strengths and functioning in major domains such as school, occupation, social, emotional and health. Include cultural aspects of the client that may be pertinent such as religion/spirituality, disability, sexual orientation etc.

5) **Family and Support System:** A description of the client's family and support systems (this should include extended family, relevant cultural information and other support systems such as human services/legal system, etc.)

6) **Community Context:** A description of the home, neighborhood and community context.

7) **Goal(s):** List the goals for service mutually identified with the client/consumer and specifically linked to the presenting needs/concerns.

2. Culturally Relevant Intervention/Action Plan [EPAS 2.1.10 (c), PB 2]

Develop a culturally relevant intervention/action plan with an identified client/consumer to address the needs identified in an assessment that you completed in your field placement agency. The plan should include content learned in SWRK 183 and should be developed mutually with the client/consumer. The plan may be completed using the sample in the BA Field Manual (see DSWE website) or using an existing form at your placement agency if one is available. The plan should include the following components:

1) A list of identified needs to be addressed.

2) A minimum of three specific and measurable goals for the client/consumer that were developed mutually. The goals must be specifically linked to the assessment information: identified concerns, history, etc.

3) An outline of who will be involved in the plan; the specific roles and tasks that each person involved in the plan will be expected to complete; where the tasks will be completed; the length of time it will take to complete the tasks.

4) An evaluation plan that specifies the method by which goal attainment will be evaluated.
3. **Three Generational Genogram**

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

1) Include grandparents, parents, siblings and the client/consumer. If the client/consumer has children or grandchildren, include them as part of the three generations.

2) Carefully draw the genogram on a separate piece of paper, using information from SWRK160 and SWRK 183 and available resources such as: http://www.genopro.com/family-tree-software/

3) Carefully print all relevant information regarding the following: names and birth dates of family members, and dates and descriptions of significant events.

4) The genogram should include relationships and family life cycle events such as births, adoptions, deaths, marriages, intimate relationships, and separations/divorces.

4. **Eco Map** [EPAS 2.1.3, PB1]

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

The Eco Map should include the following components:

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

1. Neighborhood – The physical area in which the home exists (not a house or apartment, but the area in which the house or apartment exists).

2. Community Services – Includes Medical, Mental Health, Substance Abuse, Domestic Violence, Child Welfare, Legal, Court, etc.

3. Social Groups – Church, Civic, YMCA/YWCA, Faith/Culture, etc.

4. Education

5. Significant Personal Relationships (can include friends, family, etc)

6. Employment

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

Depict the information gathered using an Eco Map format such as the one on the following page:
Instructions:
- Fill in connections where they exist.
- Indicate the nature of the connection with a descriptive word or by drawing different kinds of lines (See legend at right).
- Draw arrows along lines to signify flow of energy, resources, etc.
- Identify significant people and fill in circles as needed.

Legend:
- Strong
- Weak
- Stressful
### 5. Process Recording Format

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

<table>
<thead>
<tr>
<th>Supervisor’s Comments</th>
<th>Dialogue</th>
<th>Student’s Gut Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this column, the supervisor enters his comments opposite the material recorded in the “dialogue” column. He may point out technique used by the student, comment on the meaning of a client’s response, raise questions for the student to think about, suggest alternate responses or techniques, and so forth.</td>
<td>This is where the student records the content of what took place in the interview, using style described on pp 118-119.</td>
<td>The recorder puts down any feelings he was aware of as the dialogue was taking place. For example, “I felt anxious.”</td>
</tr>
</tbody>
</table>

**EXAMPLE:**

I’m sure your being more comfortable affected interview positively.  
Mrs. B: I got a letter from my husband on Monday and he said to go ahead and file for divorce.  
I felt a little more confident that last time.

I wonder why the sudden change?  
W (Worker): So you are filing for divorce?  
I was surprised – Mrs. B. was very willing to talk this

I’ll believe it when I see it!  
Mrs. B.: Yeah – I’m going to go ahead and do it.  
W: Are you planning on filing soon, or are you going to wait a while?  
I’m feeling more at ease.

I wonder what other feelings she has about what’s happened?  
Mrs. B: Pretty soon, I hope I may as well get a divorce since he’s going to be in jail for 15 years.  

What are the four kids doing while you all are talking?  
Sister: I think she out to go ahead and get one.  

W: Where is your husband now?  
Mrs. B.: In Puerto Rico.  

W: What jail is he going to?  
Mrs. B: I don’t know.

Your bias is showing (for her to get the divorce!)  
W: Would transportation to Legal Aid be a problem – if so, I’ll be glad to take you.

She should know if she’s filed before.  
Mrs. B: How much would the divorce cost me?  
W: I’m not real sure—probably nothing or maybe just a small amount. I’ll check on it for you  
Mrs. B.: OK. I’ve filed for divorce once before.

I wonder if she filed thru Legal Aid?  
W: When did you file?  
I feel like I’m getting somewhere—not far, but somewhere.

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

6. Approaches to Evaluation of Practice

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

Goal Attainment Scaling

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

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

10) Extreme anxiety, sweaty palms, heart racing, thoughts racing, immobilized; just thinking about situation X

   X leads to symptoms, client avoids situation X

9) Thinking about situation X DOES NOT lead to symptoms, as situation X nears extreme anxiety builds: sweaty palms, heart racing, thoughts racing, immobilized; client would like to avoid situation X

8) High anxiety, begins experience, quits early (this may be part of intervention plan)

7) High anxiety, has to stop before halfway point

6) High anxiety makes it to halfway point

5) Moderate symptoms ongoing in situation X, has to stop experience half way through

4) Moderate symptoms ongoing in situation X, fear that I can’t complete, but does complete

3) Symptoms ongoing in situation X but can ignore them and complete experience

2) Intermittent feelings (heart beating faster, some sweating) while in situation X

1) No anxiety symptoms throughout experience of situation X

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

Single System Design

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

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

Example #2: Client is a child who has frequent tantrums (e.g., 10/week). Measure is based on number of tantrums observed; note that what constitutes a tantrum has to be defined by social worker, parents and teacher. Baseline of tantrums determined from teacher/parents. Intervention applied and parents/teacher keeps track of tantrums. Charted on a weekly basis for change.
SECTION 7. Evaluations

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

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

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

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

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

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

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

**Mid-Term Evaluations**

1) All assignments in the learning agreement are required to be completed and evaluated by the end of the semester.
2) The mid-term is a check-in regarding learning progress at the mid-point of the semester. All assignments are not expected to be completed.
3) The code NA is for Not Addressed and is to be used for any learning agreement assignment that has not started yet. Be sure to explain in the comments section of the evaluation when any assignments marked NA will be addressed.
4) The code NI is for Needs Improvement. Please support any ratings of NI with detailed comments in the narrative section of the evaluation. The faculty liaison will initiate a correction action plan to address performance concerns.

**Final Semester Evaluations**

1) Evaluation of performance at the end of the semester is rated on a scale of 1-5.
2) Please note that the scale has been reversed from previous years: 1 now represents poor and 5 now represents excellent.
3) The expectation for evaluation is that a BA student who is performing as expected is rated a 3, Average.
4) Please use the following descriptions for evaluation and be cautious of the “halo effect” (performance is excellent in all areas) and “leniency bias” (being lenient or easygoing in evaluation).

1 – **Poor**: Performance is clearly problematic and well below expectations. Fails to complete task.
2 – **Below Average**: Performance demonstrates some weakness that requires improvement to meet minimum expectations.
3 – **Average**: Performance is satisfactory and consistent with expectations for entry level, generalist practice
4 – **Above Average**: Performance is above expectations. Consistently effective and capable.
5 – **Excellent**: Performance is well above expectations. Functions at a consistently outstanding level that is uncommon for a BA intern.

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

Student Name:   Date:

Agency:

Field Instructor:

Faculty Liaison:

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

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

<table>
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<tr>
<th>COM</th>
<th>Completion (with date)</th>
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<tbody>
<tr>
<td>SP</td>
<td>Satisfactory Progress</td>
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<tr>
<td>NI</td>
<td>Needs Improvement</td>
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Note: Please comment further in the narrative section. Any NI rating requires a Corrective Action Plan. Significant problems in performance could result in a recommendation of No Credit. Not Addressed. Please include in the narrative section what plans have been made to address any activities noted as NA at mid-term.

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

### Professional Identity

<table>
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<th>Evaluation of Progress</th>
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| 1. Complete agency orientation and review agency manuals covering: mission; goals; structure; and, roles of agency personnel. Present your understanding of these components to the field instructor/agency supervisor during weekly supervision. |

| 2. Learn appropriate professional boundary setting with colleagues and clients/consumers by observing staff during their contacts with clients and agency personnel and discussing observations in supervision with field instructor/agency supervisor. [EPAS 2.1.1, PB 3] |

| 3. Interview two (2) social workers/professional staff to gain information about their roles in the agency. |

| 4. Meet with field instructor/agency supervisor for weekly supervision and prepare an agenda for supervision with a minimum of 2 items each week. [EPAS 2.1.1, PB 2] |

| 5. Meet with your faculty liaison to discuss your learning progress in field placement. |
6. Demonstrate professionalism in dress, attendance, and time management by completing monthly Internship Hours Log, providing notice for any absences or schedule adjustments, and discussing professionalism with field instructor/agency supervisor during weekly supervision.

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<tr>
<th>Professional Identity</th>
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<tr>
<td>7. Other Activities/Assignments:</td>
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<tr>
<th>Professional Values and Ethics</th>
<th>Evaluation of Progress</th>
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<tbody>
<tr>
<td>1. Read the NASW Code of Ethics and apply two of its principles to your observations of an agency activity and discuss with the field instructor/agency supervisor in supervision. [EPAS 2.1.8, PB 1]</td>
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<tr>
<td>2. Examine the value base of the agency culture and your own biases and personal values. Discuss your findings in supervision with the field instructor/agency supervisor. [EPAS 2.1.2, PB 2]</td>
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<tr>
<td>3. Identify a minimum of three state and/or federal guidelines associated with your field placement agency and discuss with field instructor/agency supervisor their impact upon service delivery for clients/consumers. [EPAS 2.1.8, PB 3]</td>
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<thead>
<tr>
<th>Generalist Social Work Practice</th>
<th>Evaluation of Progress</th>
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<tbody>
<tr>
<td>1. Demonstrate beginning ability to engage, establish rapport, listen, and develop a professional relationship with diverse clients/constituents and agency staff, including populations at risk, as observed by the field instructor and/or agency supervisor. [EPAS 2.1.4, PB 1; EPAS 2.1.10 (a), PB 1]</td>
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<tr>
<td>2. Utilize the problem solving model (assessment, planning, intervention, evaluation and termination) to address identified needs at the following systems levels: a minimum of 2 individuals (at least one culturally different from self), and one larger system (i.e. group, agency, community). [EPAS 2.1.10 (c), PB 2]</td>
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<tr>
<td>3. Utilize the social systems model to address an identified need in the placement agency and the community served by the agency. [EPAS 2.1.7, PB 2]</td>
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<tr>
<td>4. Conduct an assessment of your field placement agency using information from SWRK 180 (refer to the Undergraduate Field Manual for guidelines) and share it with your field instructor.</td>
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<tr>
<td>5. Research an international agency and compare the agency to your field placement: identify differences in agency structures and approaches to target populations and communities. Discuss your findings in supervision. [EPAS 2.1.9, PB 1]</td>
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### Generalist Social Work Practice

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<th>Evaluation of Progress</th>
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<td>6.</td>
<td>Attend a staff, community and/or a Board of Directors meeting related to the field placement agency and analyze the group and decision-making processes utilizing guidelines from SWRK 180 (refer to the Undergraduate Field Manual) and share the final paper with the field instructor. [EPAS 2.1.8, PB 2]</td>
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<tr>
<td>7.</td>
<td>Observe and/or co-facilitate a task group: help set the agenda or goals; keep the group focused; facilitate the input of group members, take minutes, and summarize the meeting.</td>
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<tr>
<td>8.</td>
<td>Gather information from your placement agency for the SWRK 180 grant proposal assignment: needs statement, project description, budget, etc. (see the Undergraduate Field Manual for guidelines). [EPAS 2.1.4, PB 3]</td>
</tr>
<tr>
<td>9.</td>
<td>Visit 2 agencies that provide services for the clients/consumers of your field placement agency and gather information about those services and relevant contact persons.</td>
</tr>
<tr>
<td>10.</td>
<td>Develop a community assets map for a community served by your field placement agency using information from SWRK 180 (see the Undergraduate Field Manual for guidelines).</td>
</tr>
<tr>
<td>11.</td>
<td>Complete the following documentation requirements following agency standards: email; memo; minutes; assessment; etc.</td>
</tr>
<tr>
<td>12.</td>
<td>Other Activities/ Assignments:</td>
</tr>
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### Evaluation of Practice

<table>
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<tr>
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<th>Evaluation of Progress</th>
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<tbody>
<tr>
<td>1.</td>
<td>Analyze administrative data to identify characteristics of the agency’s service area and report your finding in supervision with your field instructor/agency supervisor. [EPAS 2.1.6, PB 2]</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct a community/constituent needs assessment.</td>
</tr>
<tr>
<td>3.</td>
<td>Develop and implement a survey of constituent satisfaction.</td>
</tr>
<tr>
<td>4.</td>
<td>Reflect on your own practice performance through the use of journal writing or recording (process, audio, video) and discuss in supervision with field instructor/agency supervisor.</td>
</tr>
<tr>
<td>5.</td>
<td>Participate in the discussion and completion of your mid-semester and final semester performance evaluation for SWRK 181.</td>
</tr>
</tbody>
</table>
1. Briefly describe the student's progress to date.

2. If the student is short on hours, what plans have been made to address the shortage?

3. Please describe any areas of concern in regard to the student's performance and/or the availability of required learning assignments.
Student Name _______________________________        Date: ____________________________

Agency: ______________________________________________________________________________________

Field Instructor: ________________________________________________________________________________

Agency Supervisor (non MSW): ____________________________________________________________________

Faculty Liaison: _________________________________________________________________________________

Number of hours Completed: ___________________________        (225 hours required for Credit)

Instructions:
Using the following scale, please write the number that best describes the student’s performance in completing the required and additional activities outlined in the SWRK 181 learning agreement. Your general frame of reference is performance of a first semester BA student.

1 – Poor: Performance is clearly problematic and well below expectations. Fails to complete task.
2 – Below Average: Performance demonstrates some weakness that requires improvement to meet minimum expectations.
3 – Average: Performance is satisfactory and consistent with expectations for entry level, generalist practice
4 – Above Average: Performance is above expectations. Consistently effective and capable.
5 – Excellent: Performance is well above expectations. Functions at a consistently outstanding level that is uncommon for a BA intern.

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<th>5</th>
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<tbody>
<tr>
<td>Poor</td>
<td>Below Average</td>
<td>Average</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Professional Identity:

1. Completed agency orientation and reviewed agency manuals covering: mission; goals; structure; and, roles of agency personnel. Presented understanding of these components to field instructor/agency supervisor in supervision.

2. Demonstrated appropriate professional boundary setting with colleagues and clients/consumers by observing staff during their contacts with clients and agency personnel and discussing observations in supervision with field instructor/agency supervisor. [EPAS 2.1.1, PB 3]

3. Interviewed two (2) social workers/professional staff to gain information about their roles in the agency.
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<th>5</th>
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<tbody>
<tr>
<td><strong>Poor</strong></td>
<td><strong>Below Average</strong></td>
<td><strong>Average</strong></td>
<td><strong>Above Average</strong></td>
<td><strong>Excellent</strong></td>
</tr>
</tbody>
</table>

4. Student met with field instructor/agency supervisor for weekly supervision and prepared an agenda for supervision with a minimum of 2 items each week. [EPAS 2.1.1, PB 2]

5. Met with faculty liaison to discuss learning progress in field placement.

6. Demonstrated professionalism in dress, attendance, and time management by completing monthly Internship Hours Log, providing notice for any absences or schedule adjustments, and discussing professionalism with field instructor/agency supervisor during weekly supervision.

**Professional Values and Ethics:**

1. Read the NASW Code of Ethics and applied two of its principles to observations of an agency activity and discussed with the field instructor/agency supervisor in supervision. [EPAS 2.1.8, PB 1]

2. Examined the value base of the agency culture and your own biases and personal values. Discussed findings in supervision with the field instructor/agency supervisor. [EPAS 2.1.2, PB 2]

3. Identified a minimum of three state and/or federal guidelines associated with the field placement agency and discussed with field instructor/agency supervisor their impact upon service delivery for clients/consumers. [EPAS 2.1.8, PB 3]

**Generalist Practice:**

1. Demonstrated beginning ability to engage, establish rapport, listens, and develops a professional relationship with diverse clients/constituents and agency staff, including populations at risk, as observed by the field instructor and/or agency supervisor. [EPAS 2.1.4, PB 1; EPAS 2.1.10 (a), PB 1]

2. Utilized the problem solving model (assessment, planning, intervention, evaluation and termination) to address identified needs at the following systems levels: a minimum of 2 individuals (at least one culturally different from self), and one larger system (i.e. group, agency, community). [EPAS 2.1.10 (c), PB 2]

3. Utilized the social systems model to address an identified need in the placement agency and the community served by the agency. [EPAS 2.1.7, PB 2]

4. Conducted an assessment of the field placement agency using information from SWRK 180 and shared it with the field instructor.

5. Research an international agency and compare the agency to your field placement: identify differences in agency structures and approaches to target populations and communities. Discussed findings in supervision. [EPAS 2.1.9, PB 1]

6. Attended a staff, community and/or a Board of Directors meeting related to the field placement agency and analyzed the group and decision-making processes utilizing guidelines from SWRK180 and shared the final paper with the field instructor. [EPAS 2.1.8, PB 2]

7. Observed and/or co-facilitated a task group: helped set the agenda or goals; kept the group focused; facilitated the input of group members, took minutes, and summarized the meeting.
8. Gathered information from the placement agency for the SWRK 180 grant proposal assignment: needs statement, project description, budget, etc. [EPAS 2.1.4, PB 3]

9. Visited 2 agencies that provide services for the clients/consumers of the field placement agency and gathered information about those services and relevant contact persons.

10. Developed a community assets map for a community served by your field placement agency using information from SWRK 180.

11. Completed the following documentation requirements following agency standards: email; memo; minutes; assessment; etc.

**Evaluation of Practice:**

1. Analyzed administrative data to identify characteristics of the agency’s service area and reported finding in supervision with the field instructor/agency supervisor. [EPAS 2.1.6, PB 2]

2. Conducted a community/constituent needs assessment.

3. Developed and implemented a survey of constituent satisfaction.

4. Reflected on practice performance through the use of journal writing or recording (process, audio, video) and discussed in supervision with field instructor/agency supervisor.

5. Participated in the discussion and completion of the mid-semester and final semester performance evaluation for SWRK 181.

**Additional Comments:**

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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Below Average</td>
<td>Average</td>
<td>Above Average</td>
<td>Excelent</td>
</tr>
</tbody>
</table>
Student Evaluation of Field Instruction: To Be Completed by the STUDENT

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

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

Read and Agree

Read and Accept with Reservations

Read and Disagree

____________________________________________
Student Signature Date

____________________________________________
Field Instructor Signature Date

____________________________________________
Agency Supervisor Signature (non MSW) Date

____________________________________________
Faculty Liaison Signature Date

____________________________________________
Field Coordinator Signature Date
Student Name: _________________________________________________________  Date: _______________________

Agency: ___________________________________________________________________________________________

Field Instructor: _____________________________________________________________________________________

Faculty Liaison: _____________________________________________________________________________________

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

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

<table>
<thead>
<tr>
<th>COM</th>
<th>Completion (with date)</th>
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<tbody>
<tr>
<td>SP</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>NI</td>
<td>Needs Improvement</td>
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</table>

**Note:** Please comment further in the narrative section. Any NI rating requires a Corrective Action Plan. Significant problems in performance could result in a recommendation of No Credit. Not addressed. Please include in the narrative section what plans have been made to address any Activities noted as NA at mid-term.

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

<table>
<thead>
<tr>
<th>Professional Identity</th>
<th>Evaluation of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate with field instructor/agency supervisor how agency policies impact client services, particularly with populations at risk. [EPAS 2.1.5, PB 1; EPAS 2.1.9, PB 2]</td>
<td></td>
</tr>
<tr>
<td>2. Continue to discuss appropriate professional boundary setting with field instructor/agency supervisor, colleagues and clients/consumers by observing staff during their contacts with clients and agency personnel and discussing observations and experiences in supervision with field instructor/agency supervisor.</td>
<td></td>
</tr>
<tr>
<td>3. Discuss use of multiple roles as a social worker in the professional setting in supervision with field instructor/agency supervisor. [EPAS 2.1.1, PB 3]</td>
<td></td>
</tr>
<tr>
<td>4. Meet with field instructor/agency supervisor for weekly supervision and prepare an agenda for supervision with a minimum of 2 items each week.</td>
<td></td>
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</table>
## Professional Identity

<table>
<thead>
<tr>
<th>Professional Identity</th>
<th>Evaluation of Progress</th>
</tr>
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<tbody>
<tr>
<td>5. Meet with faculty liaison to discuss learning progress.</td>
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<tr>
<td>6. Demonstrate professionalism in dress, attendance, and time management by completing monthly Internship Hours Log, providing notice for any absences or schedule adjustments, and discussing professionalism with field instructor/agency supervisor during weekly supervision. [EPAS 2.1.1, PB 1]</td>
<td></td>
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<tr>
<td>7. Demonstrate initiative, diplomacy, and professional courtesy in carrying out all field placement responsibilities.</td>
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<tr>
<td>8. Attend one professional training or conference that is approved by the field instructor/agency supervisor.</td>
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<tr>
<td>9. Other Activities/Assignments (Minimum of one is required):</td>
<td></td>
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## Professional Values and Ethics

<table>
<thead>
<tr>
<th>Professional Values and Ethics</th>
<th>Evaluation of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review the NASW Code of Ethics and discuss in supervision each of the six categories of standards as they apply to your experiences as a social work intern in your field placement agency.</td>
<td></td>
</tr>
<tr>
<td>2. Present in supervision one practice situation from internship that required you to address an ethical dilemma. Explain the ethical decision making process used.</td>
<td></td>
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<tr>
<td>3. Meet with two professionals from two different professional backgrounds outside of social work. Prepare an outline comparing the value orientation of social work to these two other professions and present your findings in supervision.</td>
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<tr>
<td>4. Apply the concepts of mutuality, respect, collaboration, and professional use of self in the development of professional relationships and discuss on an ongoing basis in weekly supervision. [EPAS 2.1.4, PB 2]</td>
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<tr>
<td>5. Other Activities/Assignments (Minimum of one is required):</td>
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<td>5a.</td>
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<table>
<thead>
<tr>
<th>Generalist Social Work Practice</th>
<th>Evaluation of Progress</th>
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<tbody>
<tr>
<td>1. Demonstrate ability to engage, establish rapport, listen, and develop a professional relationship with diverse clients/constituents and agency staff, including populations at risk, as observed by the field instructor and/or agency supervisor. [EPAS 2.1.2, PB 1]</td>
<td></td>
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<tr>
<td>2. Utilize the problem solving approach from the Generalist Practice Model (assessment, planning, intervention, evaluation and termination) to address identified needs at the following systems levels: a minimum of 2 individuals (at least one culturally different from self), one family, and one small group. Discuss your work in supervision with the field instructor/agency supervisor. [EPAS 2.1.10 (c), PB 1]</td>
<td></td>
</tr>
<tr>
<td>3. Conduct an assessment of a client/consumer using content learned in SWRK 183 (refer to the Undergraduate Field Manual for guidelines) and share it with your field instructor. [EPAS 2.1.7, PB 1; EPAS 2.1.10 (b), PB 2]</td>
<td></td>
</tr>
<tr>
<td>4. Develop a culturally relevant intervention plan mutually with an identified client/consumer to address the needs identified in an assessment using content learned in SWRK 183 (refer to the Undergraduate Field Manual for guidelines) and share it with your field instructor. [EPAS 2.1.4, PB 3, EPAS 2.1.10 (a), PB 2]</td>
<td></td>
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<tr>
<td>5. Meet with an individual client/consumer and develop a three generational genogram as part of the assessment process using guidelines from the Undergraduate Field Manual.</td>
<td></td>
</tr>
<tr>
<td>6. Meet with an individual client/consumer and develop an eco-map as part of the assessment process using guidelines from the Undergraduate Field Manual. [EPAS 2.1.3, PB 1]</td>
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</tr>
<tr>
<td>7. Attend a case staffing or multidisciplinary/team meeting in which client/consumer needs are addressed and share your observations in supervision with the field instructor. [EPAS 2.1.5, PB 2]</td>
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<tr>
<td>8. Observe and/or co-facilitate a small group utilizing course content from SWRK 183: help set the agenda or goals; keep the group focused; facilitate the input of group members, and discuss the facilitation process in supervision.</td>
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<tr>
<td>9. Visit 2 agencies that provide services for the clients/consumers of your field placement agency and gather information about those services and relevant contact persons.</td>
<td></td>
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<tr>
<td>10. Complete documentation requirements following agency standards. These requirements may include assessments; service/case plan; case narratives/notes, etc. [EPAS 2.1.3, PB 3]</td>
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<tr>
<td>11. Other Activities/ Assignments (Minimum of one is required): 11a.</td>
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</tr>
<tr>
<td>Evaluation of Practice</td>
<td>Evaluation of Progress</td>
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<td>--------------------------------------------------------------------------------------</td>
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<tr>
<td>1. Select 2 clients/consumers and conduct an evaluation of the outcome of your intervention using an appropriate systematic study approach (i.e. single system design, Goal Attainment scaling, etc.). The evaluation plan should include the study design and plans to address ethical issues. Discuss the plan and your findings in supervision. [EPAS 2.1.10 (d), PB 1]</td>
<td></td>
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<tr>
<td>2. Identify an issue presented by a client/consumer. Review a total of 4 professional articles – two articles can be descriptions of the issue (e.g., describing a policy, theories about the issue, a case example); at least 2 articles should be research/empirical articles that study some aspect (e.g., incidence, cause, treatment) of the issue. Present your review in supervision for discussion. [EPAS 2.1.6, PB 1]</td>
<td></td>
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<tr>
<td>3. Complete two process recordings of interventions with 2 clients/consumers using guidelines from the Undergraduate Field Manual.</td>
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<tr>
<td>4. Write your own mid-term and final semester self-evaluation and discuss your perceptions in supervision with your field instructor/agency supervisor.</td>
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<tr>
<td>5. Other Activities/Assignments (Minimum of one is required):</td>
<td></td>
</tr>
<tr>
<td>5a.</td>
<td></td>
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</tbody>
</table>

1. Briefly describe the student's progress to date.

2. If the student is short on hours, what plans have been made to address the shortage?

3. Please describe any areas of concern in regard to the student's performance and/or the availability of required learning assignments.
4. Additional Comments:

Read and Agree
Read and Accept with Reservations
Read and Disagree

__________________________________________________________
Student Signature Date

__________________________________________________________
Field Instructor Signature Date

__________________________________________________________
Agency Supervisor Signature (non MSW) Date

__________________________________________________________
Faculty Liaison Signature Date

__________________________________________________________
Field Coordinator Signature Date
SWRK 182 (Spring) Semester Evaluation

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

Student Name ___________________________ Date: ___________________________

Agency: ________________________________________________________________

Field Instructor: __________________________________________________________

Agency Supervisor (non MSW): _____________________________________________

Faculty Liaison: __________________________________________________________

Number of Hours Completed: ____________________________________________ (225 hours required for credit)

Instructions:

Using the following scale, please write the number that best describes the student's performance in completing the required and additional activities outlined in the SWRK 182 learning agreement. Your general frame of reference is performance of a second semester BA student.

1 – Poor: Performance is clearly problematic and well below expectations. Fails to complete task.
2 – Below Average: Performance demonstrates some weakness that requires improvement to meet minimum expectations.
3 – Average: Performance is satisfactory and consistent with expectations for entry level, generalist practice
4 – Above Average: Performance is above expectations. Consistently effective and capable.
5 – Excellent: Performance is well above expectations. Functions at a consistently outstanding level that is uncommon for a BA intern.

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<td>Poor</td>
<td>Below Average</td>
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<td>Excellent</td>
</tr>
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</table>

Professional Identity:

1. Articulated with field instructor/agency supervisor how agency policies impact client services, particularly with populations at risk. [EPAS 2.1.5, PB 1; EPAS 2.1.9, PB 2]

2. Discussed appropriate professional boundary setting with field instructor/agency supervisor, colleagues and clients/consumer, observed staff during their contacts with clients and agency personnel and discussed observations and experiences in supervision with field instructor/agency supervisor.

3. Discussed use of multiple roles of a social worker in the professional setting in supervision with field instructor/agency supervisor. [EPAS 2.1.1, PB 3]

4. Met with field instructor/agency supervisor for weekly supervision and prepared an agenda for supervision with a minimum of 2 items each week.
5. Met with faculty liaison to discuss learning progress.

6. Demonstrated professionalism in dress, attendance, and time management by completing monthly Internship Hours Log, providing notice for any absences or schedule adjustments, and discussing professionalism with field instructor/agency supervisor during weekly supervision. [EPAS 2.1.1, PB 1]

7. Demonstrated initiative, diplomacy, and professional courtesy in carrying out all field placement responsibilities.

8. Attended one professional training or conference that is approved by the field instructor/agency supervisor.

**Professional Values and Ethics:**

1. Reviewed the NASW Code of Ethics and discuss in supervision each of the six categories of standards as they apply to your experiences as a social work intern in your field placement agency.

2. Presented in supervision one practice situation from internship that required you to address an ethical dilemma. Explain the ethical decision making process used.

3. Met with two professionals from two different professional backgrounds outside of social work. Prepared an outline comparing the value orientation of social work to these two other professions and present your findings in supervision.

4. Applied the concepts of mutuality, respect, collaboration, and professional use of self in the development of professional relationships and discuss on an ongoing basis in weekly supervision.

**Generalist Practice:**

1. Demonstrated ability to engage, establish rapport, listen, and develops a professional relationship with diverse clients/constituents and agency staff, including populations at risk, as observed by the field instructor and/or agency supervisor. [EPAS 2.1.2, PB 1]

2. Utilized the problem solving approach from the Generalist Practice Model (assessment, planning, intervention, evaluation and termination) to address identified needs at the following systems levels: a minimum of 2 individuals (at least one culturally different from self), one family, and one small group. Discussed your work in supervision with the field instructor/agency supervisor. [EPAS 2.1.10 (c), PB 1]

3. Conducted an assessment of a client/consumer using content learned in SWRK 183 and shared it with your field instructor. [EPAS 2.1.7, PB 1; EPAS 2.1.10 (b), PB 2]

4. Developed a culturally relevant intervention plan mutually with an identified client/consumer to address the needs identified in an assessment using content learned in SWRK 183 and shared it with your field instructor. [EPAS 2.1.4, PB 3; EPAS 2.1.10 (a), PB 2]

5. Met with an individual client/consumer and developed a three generational genogram as part of the assessment process.
6. Met with an individual client/consumer and developed an eco-map as part of the assessment process. [EPAS 2.1.3, PB 1]

7. Attended a case staffing or multidisciplinary/team meeting in which client/consumer needs were addressed and shared your observations in supervision with the field instructor. [EPAS 2.1.5, PB]

8. Observed and/or co-facilitated a small group utilizing course content from SWRK 183: helped set the agenda or goals; kept the group focused; facilitated the input of group members, and discussed the facilitation process in supervision.

9. Visited 2 agencies that provide services for the clients/consumers of your field placement agency and gathered information about those services and relevant contact persons.

10. Completed documentation requirements following agency standards. These requirements may include assessments; service/case plan; case narratives/notes, etc. [EPAS 2.1.3, PB 2]

**Evaluation of Practice:**

1. Selected 2 clients/consumers and conducted an evaluation of the outcome of your intervention using an appropriate systematic study approach (i.e. single system design, Goal Attainment scaling, etc.). The evaluation plan included the study design and plans to address ethical issues. Discussed the plan and your findings in supervision.

2. Identified an issue presented by a client/consumer. Reviewed a total of 4 professional articles – two articles can be descriptions of the issue (e.g., describing a policy, theories about the issue, a case example); at least 2 articles should be research/empirical articles that study some aspect (e.g., incidence, cause, treatment) of the issue. Presented your review in supervision for discussion. [EPAS 2.1.6, PB 1]

3. Completed two process recordings of interventions with 2 clients/consumers using guidelines from the Undergraduate Field Manual.

4. Wrote your own mid-term and final semester self-evaluation and discussed your perceptions in supervision with your field instructor/agency supervisor.

**Additional Comments:**
Student Evaluation of Field Instruction: To Be Completed by the STUDENT

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>3</th>
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<tbody>
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<td>Poor</td>
<td>Below Average</td>
<td>Average</td>
<td>Above Average</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

1. I am being assigned practice experiences I need to complete assignments related to field placement.

2. I meet with my Field Instructor/Agency Supervisor for supervision for one hour each week.

3. My Field Instructor/Agency Supervisor is available to handle questions and concerns as needs arise.

4. My Field Instructor/Agency Supervisor discusses and resolves differences of opinion, value orientations and professional interventions with me in an open manner.

5. My faculty liaison has met with me and is responsive to field placement needs, questions and concerns.

6. I would recommend this placement for other BA interns from the Department of Social Work Education.

Read and Agree

Read and Accept with Reservations

Read and Disagree

Student Signature          Date

Field Instructor Signature  Date

Agency Supervisor Signature (non MSW)  Date

Faculty Liaison Signature   Date

Field Coordinator Signature Date
Agency Evaluation

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

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

Evaluation of Field

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

Corrective Action Plan

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

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

Grading Policies for Field Instruction

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

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

1. A grade of Incomplete (I) if 2/3 of the requirements of the course have not been completed. Per university policy, two-thirds of the learning assignments AND hours must be satisfactorily completed.

2. A grade of No Credit (NC) if student’s performance is rated as less than ‘satisfactory’ on more than
30% of the learning assignment and/or 2/3 of the internship hours have not been satisfactorily completed.

Note: A student will cease to earn credit for internship hours when the learning agreement or performance evaluations are overdue. At the end of the internship year, a grade will not be posted until the student has satisfactorily cleared all separation procedures (e.g., returned keys and badges, completed all charting).
SECTION 8 – Forms
Conflict of Interest

California State University, Fresno
Department of Social Work Education

Legal and Ethical Issues Related to Field Placement Planning

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

Please read the following information clearly.

Conflict of Interest

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

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

Misdemeanor and/or Felony Conviction(s)

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

Therefore:

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

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

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

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

Print Name: ____________________________________________________________
Signature: _______________________________________ Date: ______________________

Field Faculty: ___________________________ Date: ___________________________
Field Practicum Student Agreement

California State University, Fresno - Department of Social Work Education

Field Practicum Student Agreement

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

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

1. I hereby certify that the statements contained in this completed SWRK 181/182 Field Application and any other information included as part of the application to field are true and correct. I agree and understand that any misrepresentation or omission of any material facts on my part will initiate review by the Field Coordinator and may be cause for delay in, or removal from, field placement.

2. I hereby give permission to the CSUF Department of Social Work Education, and its faculty members, and any of the approved field practicum agencies or field instructors to verify any information contained within this application (including contacting former employers, field practica, and/or field instructors).

3. I understand that any information contained in this field application and any pertinent information relating to my professional student role may be discussed between the DSWE faculty and approved practicum agencies and their representatives.

4. I understand that field agencies may require satisfactory results from a background investigation, fingerprint check, physical examination, TB test, or verification of immunizations, valid CA. driver’s license, training etc. in order to begin an internship in the agency. I understand that I will be responsible for the costs of any screenings not covered by the agency. Finally, I understand it is my responsibility to clear these requirements before my internship is scheduled to begin. Delays can result in my falling behind on internship hours and assignments and/or being withdrawn from field and practice classes for this academic year.

5. I shall fulfill the responsibilities of the student intern role, be in compliance with all field policies and procedures as outlined in the Undergraduate Field Manual and the CSUF University Policies and Regulations outlined in the general catalog. This includes but is not limited to the following:

   a) I have completed, or will complete by the beginning of fall semester, all prerequisites set by DSWE for the field internship. Exceptions must be petitioned and approved before I may proceed into the field internship.
   b) I will not contact agencies on my own to arrange for a field internship experience;
   c) I understand that I cannot be guaranteed a placement on weekends/evenings and that I will need to make arrangements to participate in my internship for a minimum of 15 hours a week over two semesters.
   d) I understand that I may be required to commute outside of Fresno city/county for my internship.
   e) I understand that I shall maintain professional conduct in accordance with the university and department academic policies and standards (including the N.A.S.W. Code of Ethics and professional social work values).
   f) I understand that I must be enrolled in SWRK 181/182 (field placement) concurrently with SWRK 180/183 (practice classes) in the fall/spring semesters respectively.
   g) I understand that the Department of Social Work Education makes every effort to place all eligible students but cannot guarantee that an agency will agree to provide me with an internship.

6. If the situation arises and I need to terminate the internship prior to fulfilling my commitment, I shall terminate in an appropriate, professional manner as designated by the department and assigned agency. I will provide written and verbal notice as required by the department and agency. All leaves of absence need to be discussed and approved by the department Chair and the Field Coordinator. If I fail to follow these procedures, I may not be allowed to return to the social work program.

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

Student Name (Print)________________________________________________________Date_______________

Student Signature________________________________________________________________
Application for Internship in Agency of Employment

Student Name: __________________________ Date: ____________

Field Level: □ BA □ MSWI □ MSWII Academic year of placement: ____________

I. Identifying Information:

II. Present Job Assignment:

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

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

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

IV. **Proposed Internship Experience**

   A. Please type in the text box below a written description of the proposed field placement assignment and the specific circumstances of the proposed internship. **Note**: The proposed internship must be clearly differentiated from current and past job assignments and must meet the curriculum requirements of the social work program. Include the following:
   
   - Proposed assignment (i.e. area or unit)
   - Proposed work and internship days and hours, including planned workload modification to accommodate internship hours. Also address how you will accommodate required classes and any program seminars (Note: Consejo and Title IV-E seminars do not count toward field hours). Field (MSW) and supervision seminars (BA) do count toward field.
B. **Proposed MSW Field Instructor:**

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

Field Instructor Name: ____________________________  Title: ____________________________

Email: ____________________________  Phone: ____________________________

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

C. **Proposed Learning Assignments:**

Refer to the Field Manual for your field level (BA, MSWI or MSWII) located on the DSWE website. Look up the learning agreements and specify proposed assignments tailored to your proposed internship that meet curriculum requirements specified in the learning agreements.

Professional Identity/Development (list at least 4 activities)

Professional Ethics- BA only (list at least 3 activities)
Generalist Practice (BA) or Multi-Systems Practice (MSWI & MSWII) (list at least 5 activities)

Evaluation Practice (list at least 3 activities)

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

V. Signatures:

___________________________________________________________   ______________________________
Student Signature                Date:

___________________________________________________________   ______________________________
Proposed MSW Field Instructor                                                                        Date:

___________________________________________________________   ______________________________
Agency Administrator                                                                                       Date:

___________________________________________________________   ______________________________
Department of Social Work Field Coordinator                     Date:
RELEASE OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND AGREEMENT TO PAY CLAIMS

Activity: _________________________________________________________________________

_______________________________________________________________________________________________

___________________________________________________________

Activity Date(s) and Time(s): _____________________________________________________
Activity Location(s): ____________________________________________________________

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I release from all liability and promise not to sue the State of California, the Trustees of The California State University, California State University, Fresno, The California State University Association, Inc., and all of said entities’ employees, officers, directors, volunteers and agents (collectively “University”) from any and all claims, including claims of the University’s negligence, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other’s actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.

I agree to hold the University harmless from any and all claims, including attorney’s fees or damage to my personal property that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Signature: ____________________________  Student ID#: ___________________
Participant Name (print): ____________________________  Date: ____________
If Participant is under 18 years of age, or has a legal conservator or guardian:

I am the parent or legal conservator/guardian of the Participant. I understand the legal consequences of signing this document, including (a) releasing the University from all liability on my and the Participant’s behalf, (b) promising not to sue on my and the Participant’s behalf, (c) and assuming all risks of the Participant’s participation in this Activity, including travel to, from and during the Activity. I allow Participant to participate in this Activity. I understand that I am responsible for the obligations and acts of Participant as described in this document. I agree to be bound by the terms of this document.

I have read this two-page document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Signature of Participant’s Parent or Legal Guardian/Conservator

______________________________
Name of Participant’s Parent or Legal Guardian/Conservator (print)

Participant’s Name

STUDENT EMERGENCY INFORMATION

Participant’s Name:

<table>
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<tr>
<th>Last</th>
<th>First</th>
<th>MI</th>
</tr>
</thead>
</table>

Date of Birth _____/_____/_____

Student ID#_______________________

Emergency Contact Information (required)

Note: Emergency Contact #1 must be able to make legal decisions for you in a worst-case scenario

<table>
<thead>
<tr>
<th>Last, First Name</th>
<th>Emergency Contact 1</th>
<th>Emergency Contact 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Street Address</td>
<td></td>
<td></td>
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<tr>
<td>City, State, Zip, Country</td>
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<tr>
<td>Phone: Home</td>
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<td>Phone: Work</td>
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<tr>
<td>Phone: Cell</td>
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### Weekly Supervision Agenda

**Fresno State**  
**Department of Social Work Education**

**Weekly Individual Supervision & Internship Hours Log**

BA Undergraduate Social Work Intern for week of: ____________________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>_________ am/pm To _________ am/pm</td>
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<tr>
<td>Tuesday</td>
<td>_________ am/pm To _________ am/pm</td>
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<tr>
<td>Wednesday</td>
<td>_________ am/pm To _________ am/pm</td>
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<tr>
<td>Thursday</td>
<td>_________ am/pm To _________ am/pm</td>
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</tr>
<tr>
<td>Friday</td>
<td>_________ am/pm To _________ am/pm</td>
<td></td>
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</tbody>
</table>

Fall Semester (225) _______  Spring Semester (225)________

Missed days/hours ___________________________ Date/time (s) for makeup _____________________ Total Hours to Date: ________________

Additional approved activities/hours:  
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

☐ CSUF Liaison Contacted ________________ Date: ________________  ☐ Corrective Action Plan Date: ________________  

### Supervision Agenda – to be prepared in advanced by student intern

<table>
<thead>
<tr>
<th>Assignment (see SWRK 181/182 syllabus)</th>
<th>Disposition/Current Status:</th>
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<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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<td>7.</td>
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</table>

**Topic(s) for Discussion:**

**Review of Assigned Cases:**

Integration of theory with field practice (systems, empowerment, learning and conflict theories)

**Questions/Concerns:**

__________________________________________________________________________
CALIFORNIA STATE UNIVERSITY, FRESNO
DEPARTMENT OF SOCIAL WORK EDUCATION

Corrective Action Plan
For Unsatisfactory Student Performance in Field Placement
(Refer to the Field Manual for course requirements and grade procedures)

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

Date: __________________________

STUDENT NAME: ____________________________________________________________

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

PLACEMENT AGENCY

FIELD INSTRUCTOR

FACULTY LIAISON

ACADEMIC ADVISOR

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

1.  

2.  

3.  

4.  

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Development</td>
<td></td>
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</tr>
<tr>
<td>a. Attendance and Time Management</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b. Use of Supervision</td>
<td>□</td>
<td>□</td>
<td>□</td>
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Date Rcvd: Initial
c. Completion of Assignments

Current Level of Performance

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<tr>
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<th>Satisfactory</th>
<th>Marginal</th>
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<tbody>
<tr>
<td>2. Multi Systems Social Work Practice</td>
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<tr>
<td>a. Practice with Clients</td>
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<tr>
<td>b. Practice with Staff</td>
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<tr>
<td>c. Practice with Administration</td>
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Current Level of Performance

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<tr>
<th></th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>3. Assumption of Professional Responsibility for:</td>
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<tr>
<td>a. Skill Development</td>
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<td></td>
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<tr>
<td>b. Assignments</td>
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<td></td>
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<tr>
<td>c. Professional Demeanor</td>
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</table>

4. Other (Please Specify Below)

Corrective Plan

Instructions: The corrective action plan is to be completed by the Faculty Liaison in consultation with the student, the field instructor and the Field Coordinator. Address all performance issues noted above and provide clear objectives for satisfactory performance that include a specific, short term time frame.
<table>
<thead>
<tr>
<th>Performance Objectives:</th>
<th>Time Frame:</th>
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<td>5.</td>
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<table>
<thead>
<tr>
<th>Field Instructor Will:</th>
<th>Time Frame:</th>
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<tbody>
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<td>3.</td>
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<tr>
<th>Faculty Liaison Will:</th>
<th>Time Frame:</th>
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<tbody>
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<td>1.</td>
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<td>3.</td>
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<tr>
<th>Additional Information:</th>
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</table>
Consequences for Continued Unsatisfactory Performance:

1.

2.

3.

4.

Next Review Date: _________________________________

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

______________________________________________
Student Signature                     Date

______________________________________________
Field Instructor Signature            Date

______________________________________________
Faculty Liaison Signature             Date

______________________________________________
Field Coordinator Signature           Date
Sample Corrective Action Plan

SAMPLE Corrective Action Plan
For Unsatisfactory Student Performance in Field Placement
(Refer to the Field Manual for course requirements and grade procedures)

NOTE: To be completed by the faculty liaison in consultation with the student, field instructor and Field Coordinator.

DATE: 10/24/18

STUDENT NAME: Sample Student

<table>
<thead>
<tr>
<th>STATUS</th>
<th>X BA (1st Semester)</th>
<th>□ BA (2nd Semester)</th>
<th>□ MSW1</th>
<th>□ MSW2</th>
</tr>
</thead>
</table>

Nowhere County Children’s Services

PLACEMENT AGENCY
Sample Instructor

FIELD INSTRUCTOR
Sample Liaison

FACULTY LIAISON
Sample Advisor

ACADEMIC ADVISOR

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

1. Ms. Student has not attended internship consistently (6 absences at mid-term)

2. Ms. Student has not called field instructor or agency to report absences in a timely manner.

3. Ms. Student relates to clients as a friend rather than in a professional manner.

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Current Level of Performance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1. Professional Development</td>
<td></td>
</tr>
<tr>
<td>a. Attendance and Time Management</td>
<td>□</td>
</tr>
<tr>
<td>b. Use of Supervision</td>
<td>X</td>
</tr>
<tr>
<td>c. Completion of Assignments</td>
<td>□</td>
</tr>
<tr>
<td>2. Multi Systems Social Work Practice</td>
<td></td>
</tr>
<tr>
<td>a. Practice with Clients</td>
<td>X</td>
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<tr>
<td>b. Practice with Staff</td>
<td>X</td>
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<tr>
<td>c. Practice with Administration</td>
<td>X</td>
</tr>
</tbody>
</table>
3. Assumption of Professional Responsibility for:
   a. Skill Development
   b. Assignments
   c. Professional Demeanor

Corrective Plan

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

Performance Objective: Time Frame:

1. Ms. Student will attend internship consistently as scheduled 11/8/18
2. Ms. Student will report excused absences by 8:00 AM that day 11/8/18
3. Ms. Student will demonstrate appropriate boundaries and professional demeanor in her work with clients and staff. 11/20/18

Field Instructor Will: Time Frame:

1. FI will provide one hour of supervision to Ms. Student 10/12/18
2. FI will discuss professionalism in supervision 10/25/18
3. FI will have student observe her working with clients to model appropriate boundaries and professional demeanor. 11/8/18

Faculty Liaison Will:

1. Contact FI and student weekly to monitor progress 10/12/18
2. Meet with student on campus to reinforce professional socialization 11/8/18
3. Ms. Student will demonstrate appropriate boundaries and professional demeanor in her work with clients and staff. 11/20/18
**Additional Information:**
Ms. Student is warm and engaging with clients and seems to have a genuine interest in working with them. She has good potential as a social worker but needs to improve her attendance as well as her professional demeanor.

Consequences for Continued Unsatisfactory Performance:

1. Dismissal from the field placement agency.
2. No credit grade for SRWK 181
3. Referral to academic advisor for planning.

**Next Review Date:** 11/15/18

________________________________________________________________________
Student Signature                        Date

________________________________________________________________________
Field Instructor Signature                Date

________________________________________________________________________
Faculty Liaison Signature                 Date

________________________________________________________________________
Field Coordinator Signature               Date
Internship Hours Form

California State University, Fresno
Department of Social Work Education

INTERNSHIP HOURS FORMS

Semester: (check one) □ FALL 20___ □ SPRING 20___
□ SWRK 181/182 □ SWRK 280/281 □ SWRK 282/283

Student’s Name: ____________________________________________

Agency Name: ________________________________________________

Field Instructor/Agency Supervisor’s Name: ______________________

Internship Hours for month of: ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>In</th>
<th>Out</th>
<th>Total Hours</th>
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<tbody>
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</table>

Monthly Total= __________________

Student Signature: ___________________________ Date: __________________

Field Instruction/Agency Supervisor Signature ____________________ Date: __________________
Sample Assessment Form & Intervention Plan

Identifying Information:

Name: Sample Student
Date: 10/2/18

Gender: M x F ___ Age: 8 Ethnicity: Mexican-American

Occupation: Student Primary Language: Spanish

Relationship Status: Single __X__ Married ________ Divorced: ________ Other: _______

Referral/Presenting Problem(s)/Concern(s):

Referral Source:

Student was referred for social work services by his mother.

Reason for Referral:

Student was referred due to disruptive behavior at home and at school.

History of Presenting Problem(s)/Need(s):

Include sources of information (i.e. client, parent, teacher) and specifics regarding onset, frequency, duration and severity of presenting concerns.

Teacher reports problems getting along with others, arguing, not sharing, unable to work in groups

Mother reports student refuses to do what he is told and argues with her siblings. Problems began one month ago when father moved out.

Current Functioning: Complete all applicable areas.

Strengths:

Student is healthy, enjoys playing soccer, and has several friends.

School:

Student has received average grades, prior to this year and has consistently attended school. Current grades are below average in math and language arts despite average ability./

Work/Occupation:


Social Adjustment:

Student is demonstrating problems getting along with others.
Emotional Adjustment
Student seems to be upset regarding father moving out

Health (include relevant medical history and any current medications):
No relevant health problems.

Family and Support System Information:

Family Context: Student currently lives in a 2 bedroom apartment with mother and two younger siblings ages 5 and 2. Parents recently separated

Extended Family and/or Support Systems:
Extended family lives in the area and are supportive. Mother and children attend church regularly.

Additional Information:

Community Context:
Home and Neighborhood Environment: Student lives in a low socioeconomic neighborhood that experiences a moderate level of crime. Student’s apartment is clean and the complex is reasonably well maintained.

Additional Information:

Goals of Social Work Services:
List the goals for service that are mutually identified with the client/consumer and specifically linked to the presenting needs/concerns.

1. Decrease conflict with peers.
2. Decrease defiance at home.
3. Increase school performance.

Signature of BA Social Work Intern                                Date

Signature of Field Instructor                                    Date
SWRK 182 Intervention Plan

Date: ____________________________

Client/Consumer Name: ______________________________________________________________

Name of BA Intern: ________________________________________________________________

Identified Needs Problems:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

Intervention/Action Plan

<table>
<thead>
<tr>
<th>Goals</th>
<th>Intervention</th>
<th>Tasks</th>
<th>Time Frame</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Client/Consumer Name: **Sample Student**

Name of BA Intern: **Sample Intern**

**Identified Needs/Problems:**

1. Conflict with peers
2. Defiance at home
3. School performance is decreasing

**Intervention/Action Plan**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Intervention</th>
<th>Tasks</th>
<th>Time Frame</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decrease conflict with peers</td>
<td>Meet weekly with social work intern</td>
<td>Discuss problem solving Role play</td>
<td>2 months</td>
<td># of behavior referrals</td>
</tr>
<tr>
<td>2. Decrease defiance at home</td>
<td>Meet weekly with social work intern</td>
<td>Anger management Parenting skills</td>
<td>2 months</td>
<td>Parent report</td>
</tr>
<tr>
<td></td>
<td>Meet bi-weekly with mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Increase school performance</td>
<td>Attend homework club</td>
<td>Complete homework chart</td>
<td>2 months</td>
<td>Report card</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Process Recording Format**

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

In this column, the supervisor enters his comments opposite the material recorded in the dialogue column. He may point out technique used by the student, comment on the meaning of a client’s response, raise questions for the student to think about, suggest alternate responses or techniques, and so forth.

<table>
<thead>
<tr>
<th>Supervisor’s Comments</th>
<th>Dialogue</th>
<th>Student’s Gut Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sure your being more comfortable affected interview positively.</td>
<td>Mrs. B.: I got a letter from my husband on Monday and he said to go ahead and I felt a little more confident that last time.</td>
<td>I felt a little more confident that last time.</td>
</tr>
<tr>
<td>I wonder why the sudden change?</td>
<td>W (Worker): So you are filing for divorce?</td>
<td>I was surprised – Mrs. B. was very willing</td>
</tr>
<tr>
<td>I’ll believe it when I see it!</td>
<td>Mrs. B.: Yeah – I’m going to go ahead and do it.</td>
<td>I’m feeling more at ease.</td>
</tr>
<tr>
<td>I wonder what other feelings she has about what’s happened?</td>
<td>Mrs. B.: Pretty soon, I hope I may as well get a divorce since he’s going to be in jail for 15 years.</td>
<td></td>
</tr>
<tr>
<td>What are the four kids doing while you all are talking?</td>
<td>Sister: I think she out to go ahead and get one.</td>
<td></td>
</tr>
<tr>
<td>Your bias is showing (for her to get the divorce!)</td>
<td>W: Would transportation to Legal Aid be a problem – if so, I’ll be glad to take you.</td>
<td></td>
</tr>
<tr>
<td>She should know if she’s filed before.</td>
<td>Mrs. B: How much would the divorce cost me?</td>
<td></td>
</tr>
</tbody>
</table>

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

Social Work Intern Orientation Checklist

Within the first month of field placement, each social work student shall receive a comprehensive orientation to the agency. The Agency is responsible for covering the following items as you orient the social work student intern to your agency. The orientation checklist includes, but is not limited to:

Agency Overview

☐ Review agency mission/purpose statement/philosophy/goals.
☐ Review organizational structure.
☐ Review the funding auspices and staffing patterns of the agency.
☐ Review the role of the agency in relation to the community and its resources.
☐ Review the identified program or service area where the student is assigned to complete practicum requirements.

Agency Policies and Protocols

☐ Review agency policies and procedures manual
☐ Review telephone and communication policies/computer utilization.
☐ Review internal communication policies.
☐ Review office procedures, supplies, and provisions.
☐ Review parking details and mileage policy.
☐ Review work schedule, including late arrivals, absenteeism, lunch-time, and breaks.
☐ Review agency, department, and/or program meeting schedule.
☐ Review intake, admissions, eligibility, registration, and informed consent policies and procedures.
☐ Review information and referral policies.
☐ Review client fees and payment schedule.
☐ Review forms for documentation/accountability/utilization review
☐ Review client records and charting policies and procedures.
☐ Review all laws, ethical codes, and social work values regulating social work practice.
☐ Review confidentiality, privileged communication, and release of information, and legal exceptions to confidential information.
☐ Review reporting laws and protocol, including child abuse/neglect, elder/dependent adult abuse/neglect, and abusive or assaultive behavior.
☐ Review high risk/dangerous client laws, including suicide, Tarasoff statute.
☐ Review client emergency protocol.
☐ Review agency policy regarding safety and security procedures and protocol, e.g. personal safety; agency safety; community safety, etc.
☐ Review agency policy regarding harassment and discrimination.
☐ Review agency policy regarding Americans with Disabilities Act.
☐ Review agency policy regarding HIPAA regulations and legislation.
☐ Review agency policy regarding OSHA.
FIELD INSTRUCTOR/STUDENT RESPONSIBILITIES

- Review role, responsibilities, and expectations of student interns in the agency operation.
- Review role and responsibilities of field instructors and task supervisors (if applicable).
- Review supervision orientation, preparation and expectations for supervision. Review supervision schedule.
- Review emergency consultation with field instructor protocol.
- Review educationally based recordings, process recordings and schedule. Review agency orientation, training, and staff development opportunities (if applicable).
- Review plan for diversity/multi-cultural experiences.
- Review how student will represent professional self and identifying self as a social work intern with clients, staff and professionals.
- Review scope of practice within the agency and as a social work student. Review professional boundaries in the students’ relationships with clients, collateral clients, and agency staff.
Faculty Liaison Forms

Faculty Liaison Site Visit Check Off List: First Visit
California State University, Fresno
Department of Social Work Education

Check-Off List

Student Name: ________________________________________________________________

Agency Name: ________________________________________________________________

Date: __________________________________________________________________________

First Visit – (September and February)

1. ________ Orientation and Schedule
   • Discuss Field Instructor orientation and preparation for role
   • Discuss Field Instructor professional development/training needs and include in faculty liaison report.
   • Discuss student’s orientation to the field placement agency
   • Discuss field placement schedule and supervision time

2. ________ Learning Experience
   • Discuss planned learning experiences
   • Discuss current CSUF classes and integration of classroom knowledge and field experiences.
   • Encourage student to share course syllabi and assignments with field instructor

3. ________ Learning Agreement
   • Provide consultation in the development of the student’s learning agreement.
   • Address the assignments of the learning agreement and make suggestions regarding appropriate learning experiences.
   • Remind field instructor and student about the learning agreement due dates.

4. ________ Evaluation
   • Discuss performance evaluation as an on-going and mutual process via supervision.
   • Address formal, written evaluation due dates and a mutual process for completing evaluations.
   • Discuss the problem-solving process with field instructor and student (Section 5 of field manual).

5. ________ Evaluation of Practice Assignments
   • Discuss requirements and expectations regarding journal and evaluation of practice.
   • Address importance of field instructor feedback.

6. ________ Next Visit
• Schedule next liaison visit (November or April)
• Provide information on how to reach you between visits if needed.

7. ________ Faculty Liaison Report

• Submit a brief summary of your site visit to the Field Coordinator via IPT.
• Include information on any problems or concerns.
• Please submit reports within 2 weeks of your visit.

Thank you!
Faculty Liaison Site Visit Check Off List: Second Visit
California State University, Fresno
Department of Social Work Education

Check-Off List

Student Name: _____________________________________________________________________________

Agency Name: _____________________________________________________________________________

Date: _____________________________________________________________________________________

Second Visit: (November and April)

1. ________ Learning Progress
   • Discuss learning assignments outlined in the student’s learning agreement.
   • Discuss student’s learning progress in carrying out assignments.
   • Note areas of learning that have not been addressed and make suggestions for completion.

2. ________ Supervision
   • Discuss supervisory relationship and consistency of supervision time.
   • Elicit feedback on student performance and assist with any issues or concerns regarding progress.
   • Emphasize the problem solving process for addressing any concerns.

3. ________ Evaluation
   • Discuss final evaluation due date.
   • Discuss importance of student and field instructor involvement in completion and discussion of performance evaluation.
   • Request that the final evaluation be completed in IPT so that you can sign it, then it is ready for the Field Coordinator.

4. ________ Evaluation of Practice Assignment
   • Provide feedback on evaluation of practice assignments.

5. ________ Next Semester/Termination
   • If student will continue in placement, discuss general plans and needs for learning assignments and revision of learning agreement.
   • If student will complete internship, discuss plans for termination.
   • Discuss with the agency potential learning opportunities for the upcoming year.
   • Explore the availability of additional field instructors at the agency and document in liaison report.
   • Keep the agency up-to-date on the curriculum of DSWE.
6. _________ Faculty Liaison Report

- Submit a brief summary of your site visit to the Field Coordinator via IPT.
- Include information on any problems and concerns.
- Evaluate the field placement and field instruction and make recommendations for follow-up.
- Please submit reports within 2 weeks of your visit.

Thank you!