

2019-2020

FIRST YEAR MSW FIELD MANUAL



First Year MSW Field Manual

FresnoState

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MSW1 Field Manual
2019-2020

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Introduction

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

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

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

SECTION 1. Overview of Field Education

Purpose of Field Education (Internship)

Field Education or internship is the practicum portion of the graduate social work education program. It is designated as the “signature pedagogy” by the national social work accrediting body, the Council on Social Work Education (CSWE). In these courses, students are expected to demonstrate their knowledge, skills, and abilities in real life situations under supervised instruction. A student is expected to integrate all classroom learning—social work practice, human behavior, social policy, research, and practice—into actual practice in the internship.

The Relationship of Field Education to Classroom Content

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

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

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

Curriculum Orientation

The MSW program offers a single, multi systems concentration to prepare students for advanced social work practice. All MSW students take foundation courses concurrently with the first year foundation field placement. The field course syllabi, SWRK 280 and 281, describe the learning goals, objectives, and expectations of each course (See [Section 2](#)).

Goals of Field Internship

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

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

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

SECTION 2. Overview of Administration and Delivery of Field Education

Overview

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

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

The two major educational assumptions of the practicum are that a combined didactic/experiential learning environment is essential to the development of professional competence; and, that the student needs maximum involvement and participation in the process through which such development takes place. It is a matter of translating theory into practice, of knowledge into skill, value assumptions into choices and standards.

Supervision is essential to the development of advanced practice skills and self-awareness. To this end, students are required to participate in at least one hour per week of scheduled individual supervision with an M.S.W. field instructor. Ideally, this is provided in a regularly scheduled weekly meeting with the agency-based field instructor. There is also a faculty liaison who maintains contact with the field agencies and their staff on behalf of the Field Coordinator.

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

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

Students are graded on a Credit/No Credit basis for field instruction. **In order to receive a Credit grade, students must complete the required hours and demonstrate performance at a satisfactory or above level in a minimum of 80% of the performance areas.* The grade is

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

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

Field Internship Administrative Structure

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

Field Coordinator Roles and Responsibilities

Roles and Responsibilities:

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

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

Development and Coordination of Curriculum and Evaluation Processes of the Field Sequence:

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

Coordination and Placement of all Students:

- a. Develop and maintain placement process for social work students.
- b. Orient students to the placements and the placement process.
- c. Evaluate students' needs, interests and readiness for field work by interviewing students. Consultation with other faculty, advisors and instructors will occur as needed.

- d. Assist students to select areas of interest for field work.
- e. Make arrangements for agency interviews.
- f. Establish and maintain contact with agencies throughout the placement process to ensure that, as far as possible, their specific needs are met.
- g. Advise students with special issues related to placements and develop plans to resolve the issue(s).
- h. Maintain contact with academic advisors in relation to their students' placement needs/academic progress.
- i. Collaborate with the Department Chair and /or project directors regarding stipend awards and placement assignments for award recipients.

Maintenance of the Present Field Placements:

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

Selection of New Placements

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

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

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

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

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

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

Assistant Field Coordinator Roles and Responsibilities

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

Specific responsibilities include:

Development and Coordination of Evaluation Process of Field Sequence:

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

Coordination and Placement of all Students:

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

Maintenance of Present Field Placements

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

Selection of New Placements

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

Coordination and Liaison between Supervisors

1. Assist with establishing and maintaining policies and procedures regarding roles and responsibilities of the faculty field instructor/liaison.
2. Maintain open communication among all parties involved, concerning learning or related problems including student, supervisor, field instructors, Field Coordinator, faculty liaisons and educational advisors.
3. Assist with review of student learning agreements, student performance evaluations and assignments of grades for SWRK 280/281.
4. Provide orientation to new agency supervisors.
5. Provide orientation to new agency field instructors.

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

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

Field Review and Certification Committee

Membership: The Field Coordinator will act as the committee chair. The department chair will appoint three faculty members for three-year terms with no more than one member terminating membership in any one year, and three representatives of the practice community, generally

agency field instructors. The faculty and field instructors appointed shall include at least one each who is experienced with or knowledgeable about the BA and the M.S.W. programs.

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

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

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

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

Faculty Liaison Roles and Responsibilities

The faculty liaison is a member of the faculty of the Department of Social Work Education selected to work with particular social services agencies because of his/her interest, knowledge and background in that particular field. The faculty liaison is the department's representative to the field instruction agency and is expected to serve both as a consultant to the field instructor and to the students. In addition, the liaison serves as the primary link between the agency, field instructor and the students. An outline of the faculty liaison roles and responsibilities is provided below. A check-off list of specific information to be covered during agency site visits is located in [Section 9](#).

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.

Responsibilities to the Agency:

1. Informs the agency of the department's expectations regarding the content and structure of field instruction and aids the agency and the field instructor in planning and implementing this content.
2. Confers with the agency about student assignments for the coming year; available field instructors, and educational opportunities; communicates the result of this conference in writing to the Field Coordinator at the end of spring semester.
3. Communicates with field instructors about the department's curriculum and any changes in the program.
4. Consults with the agency on the development of a student training program that includes individual student learning agreements and participates in final evaluation conferences.
5. Keeps the agency informed and up-to-date on the educational program of the department and provides information about student's past work experiences, educational background and current academic progress.
6. Suggests learning experiences and assignments which would facilitate student's meeting expectations. Clarifies level of performance expected.
7. Advises field instructor of the importance of: (1) making expectations clear to the student; (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 (2 times each semester) 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.

Responsibilities to the Student:

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

Faculty Field Instructor Role and Responsibilities

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

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

Agency Field Instructor Role and Responsibilities

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

The Field Instructor's Function and Responsibilities to the Department

1. Coordinates with the department to provide field instruction that complements

and augments classroom learning.

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

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

1. Orients the student to the agency including its philosophy, funding sources, and target populations; informs the student about the strengths and weaknesses of the agency and the community's service delivery system.
2. Assumes overall responsibility for the student's educational experiences and coordinates the student's involvement with other agency staff members.
3. Schedules a one hour weekly conference with each student as protected time for field teaching, educational support, and administrative supervision; makes additional time available to the student as needed.
4. Helps the student develop the Foundation Field Learning Agreement each semester and provides regular feedback to the student about his/her performance in the field (see [Section 6](#)).
5. Provides an educational climate that challenges the student to expand his/her professional skills, knowledge, and values.
6. Advocates for the student to gain access to learning experiences within the agency and the professional community.
7. Arranges for the student to participate in selected agency activities (e.g., board meetings,

committees, conferences, in-service training.)

8. Assists the student to meet professional responsibilities and use time appropriately.
9. Helps the student integrate theory with practice.

Field Instructor Qualifications:

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

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

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

Field Instructor Expectations:

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

department's program, how it has changed or is changing; attend meetings and be willing to contribute to the department beyond instruction of students placed.

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

Seven Dimensions of the Field Instructor Role:

1. Creating and Maintaining the Learning Environment. Creates an open, helpful environment for student learning. Develops learning opportunities for students beyond the immediate assignment. **Methods:** preparing for the student by discussing learning opportunities and support needs with colleagues and administrators, facilitating contact between students and colleagues, and making optimal use of task supervisors (i.e., having specified student assignments supervised by other workers).

2. Providing Student Orientation. Provides information that allows students to understand agency systems as a whole as well as the student's particular tasks. Provides information in a planned progression from simple to complex. **Methods:** providing initial orientation, on-going task orientation, and information visits to referral sources.

3. Modeling Job Skills. Provides a model of professional social work skills, judgment, and values in action. Allows students to see and analyze professional work. **Methods:** sharing and discussing samples of the field instructor's work and/or that of other professionals in the agency (case records, reports, tapes, direct observation), and working together on practice tasks with time for processing.

4. Providing Educational Instruction and Administrative Supervision. Provides a structured field

instruction meeting on a weekly basis. Assists with the development of a learning agreement to govern placement objectives and tasks. Analyzes examples of student's work with student. Available for consultation as needed. Provides the student with opportunities to develop professional written and oral skills. Arranges for back-up supervision by other staff. **Methods:** making optimal use of learning agreement, process recording, taped samples, field instruction agendas, and a consulting style which guides and encourages the learning process.

5. Giving Feedback and Evaluation. Provides ongoing feedback about strengths and areas for improvement. Challenges students to grow in skill and understanding. Communicates regularly with the field liaison regarding student progress. **Methods:** using regular feedback as part of weekly field instruction, (feedback includes clear suggestions for change and allows the student time to use the feedback for improvement), as well as clear and thorough evaluation processes.

6. Demonstrating Commitment to Broader Issues in Student Education. Encourages students to critically examine professional practice within the agency. Provides information about her/his own and agency theoretical perspectives. Helps students to identify a range of strategies. Encourages students to explore the relevance of theoretical learning to practice situations. **Methods:** raising theoretical issues in individual and/or field instruction meetings, suggesting relevant readings, facilitating student attendance at staffings, in-services, program meetings and discussing student observations and reactions

7. Providing support. Frequently communicates interest in the student's progress. Communicates openness to student's request for assistance. Provides helpful perspectives regarding student's emotional reactions to practice situations. **Methods:** providing opportunities for students to share relevant personal reactions, sharing reactions and needs for assistance and facilitating mutual support among a group of interns. (Johnson, Reitmeir and Rooney, 1988.)

SECTION 3. Field Education and Practice Curriculum

EPAS Competencies & Foundation Behaviors
CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Social Work Education
Council on Social Work Education

EPAS (Educational Policy and Accreditation Standards) Competencies & DSWE BEHAVIORS

| Policy | Competency | MSW Foundation Practice Behaviors |
|--------|--|--|
| 2.1.1 | <p>Identify as a professional social worker and conduct oneself accordingly.</p> <p>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.</p> | <ol style="list-style-type: none"> 1) Demonstrate professional demeanor in behavior, appearance, and communication. 2) Use social work supervision and practice personal reflection to assure continual professional development. 3) Participate in professional social work organizations/activities. 4) Attend to professional roles and boundaries |
| 2.1.2 | <p>Apply social work ethical principles to guide professional practice.</p> <p>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.</p> | <ol style="list-style-type: none"> 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. |
| 2.1.3 | <p>Apply critical thinking to inform and communicate professional judgments.</p> <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> | <ol style="list-style-type: none"> 1) Identify models of assessment, prevention, and evaluation to practice at all levels of practice and 2) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. 3) Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. |

| Policy | Competency | MSW Foundation Practice Behaviors |
|--------|--|--|
| 2.1.4 | <p>Engage diversity and difference in practice.</p> <p>Knowledge/values:</p> <p>Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social Workers:</p> | <ol style="list-style-type: none"> 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. |
| 2.1.5 | <p>Advance human rights and social and economic justice.</p> <p>Knowledge/values:</p> <p>Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social Workers:</p> | <ol style="list-style-type: none"> 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. |
| 2.1.6 | <p>Engage in research- informed practice and practice-informed research.</p> <p>Knowledge/values: 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> | <ol style="list-style-type: none"> 1) Begin to use practice experience to inform scientific inquiry 2) Begin to use research evidence to inform practice. |

| Policy | Competency | MSW Foundation Practice Behaviors |
|--------|---|--|
| 2.1.7 | <p>Apply knowledge of human behavior and the social environment.</p> <p>Knowledge/values: Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p> | <ol style="list-style-type: none"> 1) Utilize foundation theories of human behavior to guide the processes of assessment, intervention and evaluation; and 2) Critique and apply knowledge from liberal arts to understand person, environment and their interaction. |
| 2.1.8 | <p>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Knowledge/values: 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.</p> | <ol style="list-style-type: none"> 1) Identify and articulate societal values reflected in social welfare policies and programs. 2) Analyze, formulate, and advocate for policies that advance social well-being. 3) Collaborate with colleagues and clients for effective policy action. |
| 2.1.9 | <p>Respond to contexts that shape practice</p> <p>Knowledge/values: 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.</p> | <ol style="list-style-type: none"> 1) Understand changing locales, populations, scientific and technological developments, and emerging societal trends to assess the relevancy of services. 2) Advocate for changes in service delivery and practice to improve the quality of services. |

| Policy | Competency | MSW Foundation Practice Behaviors |
|------------------------------|---|---|
| <p>2.1.10 (a)-(d)</p> | <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organization and communities</p> <p>Knowledge/values: 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.</p> | |
| <p>2.1.10 (a)</p> | <p>Engagement</p> <p>Social Workers</p> | <p>1) Use empathy, reflective listening, and other interpersonal skills to effectively engage individuals, families, groups, organizations, and communities.</p> <p>2) Develop a mutually agreed upon focus of work and identify desired outcomes.</p> |
| <p>2.1.10 (b)</p> | <p>Assessment Social Workers</p> | <p>1) Collect, organize, analyze, and interpret assessment information from identified systems levels.</p> <p>2) Develop mutually agreed upon intervention goals, objectives, and strategies at identified systems levels</p> |
| <p>2.1.10 (c)</p> | <p>Intervention</p> <p>Social Workers</p> | <p>1) Implement direct and indirect practice interventions, including those that are evidence based, to address mutually agreed upon goals/objectives at identified systems levels.</p> <p>2) Facilitate transitions, interruptions, and endings at identified systems levels</p> |

| Policy | Competency | MSW Foundation Practice Behaviors |
|---------------|---|---|
| 2.1.10 (d) | Evaluation Knowledge/values: | 1) Monitor, analyze and evaluate professional behaviors and interventions at identified systems levels. |

SWRK 280 (Fall) Field Instructed Practice Syllabus

| SYLLABUS FOR FIELD INSTRUCTED PRACTICE I (SWRK 280) | |
|---|-------------------------------------|
| Fall 2019 | California State University, Fresno |
| Course Information | Instructor Name |
| 2 Units | Office Number |
| Time | E-Mail |
| Location | Telephone |
| Website | Office Hours |

Course Description:

First of two semesters applying foundation theories and concepts in field instructed practice with individuals, families, groups, formal organizations and communities. Approved for RP grading. CR/NC grading only. (Formerly SWRK 250).

Prerequisites for the Course:

Permission of Field Coordinator and concurrent enrollment in SWRK 220.

Required Course Materials:

Students enrolled in SWRK 280 are required to purchase liability insurance. See the MSW 1 Field 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. Learning agreement (available on line at the IPT website)
3. Student Performance, Field Instructor, and Agency Evaluation Forms (available on line at the IPT website)
4. MSW 1 Field Manual (available on line at the DSWE website)

B. Reading

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

Course Specifics:

Summary of the Course: SWRK 280 is the first of two semesters of foundation field instructed practice. It is expected to provide students with a range of foundation learning experiences concurrently with the foundation practice class (SWrk 220) to facilitate integration of the primary theoretical perspectives of the program (systems, ecological, learning and conflict theories). The field practicum provides supervised "hands on" experience of social work, affording students the

opportunity to develop, practice and enhance a range of professional practice skills as well as to subsequently evaluate the effectiveness of interventions. The field practicum is designed to require students to demonstrate in behavior with clients/constituents, agencies and communities the knowledge and skills derived from the total curriculum. The first year field practicum emphasizes foundation multi-systems interventive strategies that address the following areas: 1) a commitment to social justice, 2) the empowerment perspective, and 3) diversity/cultural awareness. The practicum provides a multi systems social work practice emphasis focusing upon work with individuals, families, small groups, organizations and communities. Students are placed in an approved field agency for the academic year and complete 200 hours each semester, for a total of 400 hours of supervised foundation social work field instruction. Students also participate in a campus-based, bi-weekly field seminar for one hour for a total of 8 hours per semester which are included in the 200 required hours for each semester.

Course Goals:

To acquire foundation knowledge and skills for multisystems social work practice utilizing diversity awareness, an empowerment perspective and principles of social justice in support of the following educational goals for both semesters of the foundation year (SWRK 280 and SWRK 281):

1. To become socialized to the social work profession, developing awareness of its value orientation and learning the fundamental components of professional development. To apply foundation knowledge of human behavior and a multi systems approach to social work practice.
2. To develop foundation practice skills with individuals, families, groups, organizations and communities and apply appropriate strategies for intervention at multiple systems levels.
3. To acquire foundation skill in the evaluation of one's own performance and practice.

Student Learning Outcomes:

The following learning objectives/outcomes represent the continuum of learning for the first semester of the foundation year of field instructed practice, SWRK 280:

- 1.1 To develop foundation knowledge of the range of professional social work practice through observation and participation in a first year field placement.
- 1.2 To develop foundation skills in collaborating with other professionals and systems on behalf of the client/consumer.
- 1.3 To apply core social work values, ethics and practice principles as outlined in the NASW Code of Ethics in working with various client systems and colleagues.
- 1.4 To differentiate the value orientation, roles and activities of social work from other professions, particularly in relation to populations-at-risk, diversity, disparities, empowerment and social justice.
- 1.5 To actively and responsibly participate in one's own learning by identifying learning needs, seeking feedback and being open to the learning process.
- 1.6 To develop and present a professional sense of self through appearance and conduct with clients/consumers and other professionals.
- 1.7 To demonstrate identification with the social work profession and an understanding of the life long process of ongoing professional development.

- 2.1 To identify the interrelated influences of micro, mezzo and macro systems on the behavior of individuals, families, groups, organizations and communities.
- 2.2 To identify variations of human behavior at micro, mezzo and macro systems levels.
- 2.3 To assess normative and non-normative biological, psychological, and social processes and variations within spiritual/cultural practices and their effect on behavior at multiple systems levels.
- 2.4 To apply foundation concepts from theoretical and empirical literature in identifying and implementing social work interventions.
- 3.1 To demonstrate beginning ability to apply concepts of social justice and empowerment to practice at multiple systems levels with a special emphasis on populations-at-risk and cultural variables.
- 3.2 To develop a multidimensional framework for assessment that incorporates diversity awareness, strengths, and an empowerment perspective.
- 3.3 To understand and begin to apply the major phases of the problem solving model: assessment; planning; intervention; evaluation; and termination at multiple systems levels.
- 3.4 To develop foundation helping skills, including engagement, verbal and non verbal following skills for application at multiple systems levels.
- 3.5 To recognize and begin to effectively manage common verbal and non verbal barriers in social work practice.
- 3.6 To apply core social work practice roles such as advocate, broker, case manager, consultant, counselor/therapist, facilitator, etc. at multiple systems levels.
- 3.7 To apply beginning intervention methods such as support, confrontation, ethnographic interviewing, information delivery, crisis intervention, use of self, social action, policy practice, etc. at multiple systems levels.
- 3.8 To incorporate foundation understanding of applicable agency, state and federal policies and laws in assessment and intervention at multiple systems levels, including policy practice.
- 3.9 To demonstrate foundation professional skill in verbal and written reporting.
- 4.1 To demonstrate developing self-awareness by examining his/her values and biases and the effects they have on professional practice as a social worker.
- 4.2 To identify the impact of culture, race, gender, socioeconomic status, sexual orientation, age and disability on one's delivery of effective social work practice.
- 4.3 To demonstrate the use of foundation concepts from the empirical literature to inform practice and its evaluation.
- 4.4 To demonstrate the beginning use of both qualitative and quantitative methods to evaluate the effectiveness of one's practice

Course Requirements/Assignments:

The following are specific assignments for SWRK 280:

1. Internship attendance.
2. Attend bi-weekly field seminar.
3. All students will develop a learning agreement which is due to the Field Office by the fourth week of field placement and includes specific learning assignments congruent with the educational goals and objectives of SWRK 280.

4. Students will complete a release of Liability/Emergency Contact form and submit it to the field secretary in the department.
5. Students will complete evaluation of practice assignments as provided by the field instructor and/or faculty liaison. The assignments will be utilized as a beginning step to evaluating one's own practice.

| Date | Assignment | Points |
|-------------|---------------------|---------------|
| 9/25/19 | Learning Agreement | N/A |
| 10/16/19 | Mid-term Evaluation | N/A |
| 12/11/19 | Final Evaluation | N/A |

Grading Policy:

SWRK 280 is graded on a CR/NC basis. Student evaluation forms are completed at the end of each semester and the field instructor recommends the grade based on student performance and department requirements (see MSW 1 Field Manual for more information). Students who do not complete the required hours within the semester period may be given an "RP" grade which is converted to CR/NC upon 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 practice courses. 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 practice courses. 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 courses.

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 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 & Participation: Students are expected to establish a regular schedule of 16 hours per week for each semester of the first year of Field Instructed Practice, SWRK 280 and SWRK 281. Students are also required to attend a bi-weekly field seminar on campus for one hour (for a total of 8 hours per semester). Expectations and policies regarding attendance and participation

in the field practicum are outlined in the MSW 1 Field Manual which is available on line at the department website referenced above.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Dismissal: The university and department policies on dismissal are outlined in the Graduate 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 Graduate Field manual and the University catalog.

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

University Policies and Services:

Students with Disabilities:

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

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/) (<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) (<http://libguides.csufresno.edu/copyright>).

Blackboard 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.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052. Graduate students can also access support for writing at the Graduate Writing Studio (Henry Madden Library 2119; 278-2450) and for data analysis, the Graduate Statistics Studio (Henry Madden Library, Room 2120, 278-2451).

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

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.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Tentative Course Schedule

Fall 2019

Social Work 280

| WEEK | HOURS | FIELD PLACEMENT ACTIVITIES/ ASSIGNMENTS |
|------|-------|---|
| 1 | 2 | Field Orientation Graduate Field Manual; NASW Code of Ethics |
| 2 | 16 | Agency Orientation Discuss use of supervision, learning needs and expectations Review agency policy and documentation requirements Discuss key social work roles, practice with populations at-risk, and professional boundaries |
| 3 | 16 | Development of Learning Agreement Attend agency staff meeting Participant observation Supervision |
| 4 | 16 | Interview culturally diverse staff in agency Provide social work services to individual client/consumer Address global aspects of practice with local populations at-risk Supervision |
| 5 | 16 | Visit community agencies relevant to internship setting Evaluation of Practice: Theoretical rationale for intervention Supervision |
| 6 | 16 | Learning Agreement Due Casework and documentation Attend relevant agency meetings Supervision |
| 7 | 16 | Complete bio psycho social assessment |

| | | |
|-------------|--------------|---|
| | | Develop culturally relevant service plan Complete process recording Supervision |
| 8 | 16 | Conduct an ethnographic interview Casework and documentation Supervision Evaluation of Practice: Advocacy regarding service delivery |
| WEEK | HOURS | FIELD PLACEMENT ACTIVITIES/ ASSIGNMENTS |
| 9 | 16 | Complete assessment of field placement agency Attend relevant agency meetings Supervision |
| 10 | 16 | Attend NASW chapter meeting Casework with client/consumer culturally different from self Documentation Supervision |
| 11 | 16 | Observe group dynamics in an agency meeting Casework and documentation Construct a family genogram Supervision |
| 12 | 16 | Complete bio psycho social assessment Develop culturally relevant service plan Supervision Evaluation of Practice: Ethnographic approach to understanding identified problem |
| 13 | 16 | Conduct an ethics audit of the field placement agency Complete process recording Casework and documentation Supervision |

| | | |
|----|----|---|
| 14 | 16 | Attend an interagency or external meeting Complete meeting minutes Casework and documentation Supervision |
| 15 | 16 | Preparation for semester break and termination Supervision Final Semester Evaluation for SWrk 280 Due —200 hours completed |

Sample Field Seminar Calendar

SWrk 280 Course Calendar – Fall 2019

NOTE: Topics for each seminar are listed below. The purpose of the topics is to provide some guidance to the seminar process. Students should feel free to raise questions, concerns, and experiences based on their learning needs. In the end, all field matters have the potential to contribute to the development of foundation social work practice knowledge and skills.

| CLASS | Section | DATE | TOPIC |
|-------|---------|------|--|
| 1 | | | Introductions, Overview of Group Purpose, Content & Process Review of Seminar/Group Members Responsibilities Establish Class Sections and Schedule |
| 2 | | | Starting the First Year Internship-Tips for Success Professional Expectations (e.g. Timeliness, Documentation, Professional Presentation/Demeanor) |
| 3 | | | The SWrk 280 Learning Agreement How to Get the Learning Experiences You Need and Want |
| 4 | | | Weekly Supervision: Successes and Challenges |
| 5 | | | Learning Progress at Mid-Term Planning for the Remainder of the Semester |
| 6 | | | Managing Workload and Practice Dilemmas |
| 7 | | | Ethical Dilemmas and the Professional Social Work Role |
| 8 | | | Evaluating Your Practice Termination |

SWRK 220 (Fall) Seminar in Foundations for Social Work Practice I Syllabus

**Introduction: Seminar in Foundations for Social Work Practice I
(SWRK 220)**

| Syllabus for Seminar in Foundations for Social Work | |
|---|---|
| Semester: Fall 2017 | Department of Social Work Education, California State University, Fresno |
| Course Name: SWRK 220 | Instructor Name: Dr. Nancy Delich |
| Units: 4 | Office Number: PHS 144 |
| Date and Times: Mondays and Wednesdays: The two assigned class times are 8:00 a.m. to 9:50 a.m. and 11:00am – 12:50 pm. Attend according to your registered time. | E-Mail: ndelich@csufresno.edu |
| Location: PHS 106 | Telephone: (559) 472-9917 |
| Website: http://www.fresnostate.edu/chhs/social-work/ | Office Hours: Wednesdays from 2-5 p.m. Appointments available upon request. |

SWRK 220 is a tablet-enhanced, 3-unit graduate seminar; however, any portable fully functional PC or MAC computer (e.g., laptop, note book, tablet, iPad) is acceptable. The foundation practice course content will include knowledge, values, and skills to enable students to assist clients to mobilize resources to solve their own problems and to facilitate change in the systems of which they are a part, in order to create a more responsive environment. The generalist, strengths-based approach to practice in this foundation course focuses on social problems and utilize differential role taking across a continuum of points of intervention that span individuals, groups, families, organizations and communities.

A special focus of this course is planning interventions that are appropriate for working with populations-at-risk: women, persons of color, people with disabilities, older persons, members of the LGBT community, people living in poverty, and other marginalized populations.

Prerequisites:

Concurrent enrollment in SWRK 280 is required. SWRK 220 is taken simultaneously with field to allow for the integration of applying your classroom learning to the actual “real world” experiences/cases in field. A basic understanding of how to access Blackboard through the Fresno State website will be needed.

Required Textbooks and Materials:

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th edition). Belmont, CA: Brooks/Cole.
- Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th edition). Boston: Pearson Education.

Recommended Texts and References:

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Course Goals and Primary Learning Outcomes

Course Goals

1. Students will understand and apply historical and contemporary theories that inform all levels of competent social work practice. [EPAS 2.1.6, 2.1.7]
2. Students will apply the NASW Code of Ethics in multi-systems practice at increased levels of complexity. [EPAS 2.1.1, 2.1.2]
3. Students will understand, apply, and evaluate practice interventions specifically designed for hard-to-reach and oppressed populations. [EPAS 2.1.1, 2.1.3, 2.1.4, 2.1.10 (a-d)]
4. Students will assess the impact on social work practice of social policy, organizational processes, and the political, economic and, community environment. [EPAS 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10 (b & d)]
5. Students will demonstrate increasingly sophisticated written and oral communication skills for practice at multi-systems levels. [EPAS 2.1.3, 2.1.10 (b)]

Primary Learning Outcomes:

- 1.2 Demonstrate a foundational understanding and application of psychodynamic, learning and ecosystems theoretical frameworks as applied in empowerment based practice. [EPAS 2.1.6, PB 2; 2.1.7, PB 1]
- 1.3 Demonstrate the application of the medical model and the role of social work in the diagnosis of mental and emotional disorders, utilizing DSM-5. [EPAS 2.1.7, PB 1]
- 1.4 Apply knowledge of environmental and social influences in the development of a multidimensional assessment and intervention plan that address change in both the person and environment. [EPAS 2.1.7, PB 2]
- 2.1 Demonstrate increased ability to distinguish between legal and ethical considerations at all levels of social work practice. [EPAS 2.1.2, PB 1]

- 2.2 Demonstrate use of self to address ethical dilemmas regarding confidentiality, dual relationships, advocacy, and professional competency at multi-system levels. [EPAS 2.1.1, PB 1; 2.1.2, PB 2]
- 3.1 Critically assess and apply multisystem intervention strategies that enhance client problem solving from a strength based perspective. [EPAS 2.1.3, PB 1; 2.1.10(b), PB 1; 2.1.10(c), PB 1; 2.1.10(d) PB 1]
- 3.2 Apply culturally relevant intervention strategies that incorporate ethnographic and narrative approaches that address the diverse needs of marginalized populations and communities. [EPAS 2.1.4, PB 1 & 3; 2.1.10(a), PB 1 & 2; 2.1.10(b), PB 2; 2.1.10(c), PB 2]
- 3.3 Understand the concept of inter-subjectivity with respect to its influence on the selection and outcome of interventions with diverse client populations. [EPAS 2.1.4, PB 1]
- 3.4 Apply collaborative measures that include input from recipients of service in order to evaluate practice at all systems levels. [EPAS 2.1.4, PB 3; 2.1.10(d), PB 1]
- 3.5 To deepen self-awareness related to biases, strengths and weaknesses in practice through the use of supervision, peer consultation, journal keeping, and other forms of self-reflection. [EPAS 2.1.1, PB 2; 2.1.4, PB 2]
- 4.1 Conduct an organizational assessment that addresses structure, cultural competency, policies, and budgetary issues that impede or enhance service delivery. [EPAS 2.1.10(b), PB 1; 2.1.10(d), PB 1]
- 4.2 Examine the effect of government policies on services to clients and advocate for change that enhances social well-being. [EPAS 2.1.5, PB 1; 2.1.8, PB 2; 2.1.9, PB 1]
- 4.3 Evaluate the impact of challenges in the work environment and develop strategies for effective use of supervision. [EPAS 2.1.5, PB 1; 2.1.6, PB 1; 2.1.10(d), PB 1]
- 4.4 Identify and evaluate organizational decision-making structures that empower both staff and clients. [EPAS 2.1.10(d), PB 1]
- 4.5 Assess environmental contexts that adversely impact clients and learn how to advocate for social and economic justice. [EPAS 2.1.5, PB 2; 2.1.8, PB 1; 2.1.9, PB 1 & 2]
- 5.1 Compile client assessments, clinical formulations, intervention plans, and case reports in both written and oral formats. [EPAS 2.1.3, PB 2; 2.1.10(b), PB 1 & 2]
- 5.2 Demonstrate foundational skills in areas of intra- and inter-agency written and oral communication that includes use of electronic systems and media. [EPAS 2.1.3, PB 2]

Course Specifics

Methods of Instruction Web-based Instruction/Blackboard: There will be a combination of presentations by the instructor, guest speakers, readings, and discussion, with emphasis on student participation. The course syllabus, calendar, assignments, and supplemental material are posted on Blackboard. Power points for lectures, if any, will be posted after the lecture is presented in class. All students are expected to attend regularly, to read in preparation for class, and to contribute to seminar discussion. Students are encouraged to bring experiences with clients in their field placements for discussion in order to promote the integration of classroom learning to the world of practice. Additional case material will be introduced to illustrate and clarify discussions. Various teaching media such as audiotapes, videotapes, films, and role-playing may be used.

Attendance and Participation: SWRK 220 is a weekly seminar and therefore requires your active and meaningful participation. Students are expected to be present and on time for all classes and to notify the instructor in advance when compelling circumstances make attendance impossible. University, School, and Departmental policies require all students to attend class. Students will be allowed two (2) *excused* absences during the course of the semester. In order for the absence to be considered an excused absence, a doctor's note must be presented at the class following the excused absence except in extenuating circumstances. For unexcused absences and those beyond the two excused absences, students will receive a 5-point deduction for each class missed. Tardiness or early departures from class will be noted by the instructor and could result in point reductions.

Make/up/Late Paper Policy: *Assignments that are not turned in to the instructor on the due date and time specified on the syllabus will automatically be reduced by one whole letter grade. All assignments must be turned in within one week of due date or they will not be accepted by instructor.* Exceptions to this rule are at the discretion of the instructor and will be granted only for rare, extenuating circumstances of compelling reasons that can be documented. An assignment or exam may be made up only if absence is due to extenuating circumstances of compelling reasons and at the instructor's discretion. The student is responsible for notifying the instructor regarding an absence in advance and making arrangements to turn in the assignment.

Email: You are expected to check your university email regularly (csufresno.edu account) or redirect e-mail to the regular mailbox you use. I send email to the account listed in Blackboard and respond to all program/course related student e-mail during the week. In particular, I acknowledge receipt of any assignments/attachments I receive. Thus, if you do not receive a reply, it means I did not get your email and/or it got filtered as possible spam. You should resend the email (and perhaps give me a call to alert me to it). You should ALWAYS put SWRK 220 and time of your class in the subject line or you may risk your email being deleted or unopened.

Examinations and Major Assignments

Assignment #1: Applying analytical skills to a culturally sensitive practice situation. Students will conduct a self-evaluation of their personally held beliefs and values that may be challenged. Students will apply the empowerment perspective and compare and contrast systems and ecological theoretical application to this case. The Generalist Practice Model will be applied to this multi-faceted case situation at micro, mezzo and macro levels. (COMMON ASSIGNMENT)

Assignment #2: Applying the Generalist Intervention Model to a Macro System. Students will evaluate the structure, mission, policies and procedures of a social work agency, applying the problem-solving generalist model, and evaluating agency practice and procedure with respect to social work ethics and values, and the departmental mission statement.

Assignment #3: Applying the Generalist Intervention Model to a Micro System (written assignment and demonstration). Students will apply the Generalist intervention model to an individual social work client.

Take Home Assignments (THAs): (20 points X 3 THAs = a possible total of 60 points) Along with material presented in class, three (3) take-home assignment will be required that connect class material to field assignments.

Reflection Questions: (5 points X 12 = 60 possible points) This assignment consists of 12 papers. This assignment requires twelve *succinctly* written responses to questions regarding the readings in the Hepworth et al. and Netting et al. textbooks as well as other Blackboard-posted chapters & articles assigned for the week. These reflection questions are posted on Blackboard. Download the assignment for the week, complete a briefly written response to each question, and post your paper on Blackboard. A score of 0-5 points will be awarded to commensurate with your concise thoroughness response to each question. This exercise is principally a GUIDE for reading and class discussion.

Blackboard Journal Entry: (6 points X 5 = 30 possible points) This assignment consists of 5 reflective entries to document your learning process, which is to be uploaded to Blackboard after class by 5 p.m. The criteria for evaluation of the journal assignments will be based on: (1) clarity of writing/presentation including headings in bold before each section of your entry; (2) quality of reflection in terms of analysis; and (3) uploading of your entry to the journal before each deadline. Each of the five entries should answer all of the following five questions:

1. At what moment, did you feel the most engaged or the least engaged during class?
2. What action (if any) did anybody take that you found most affirming/helpful?
3. What action (if any) did anybody take that you found most puzzling/confusing?
4. What was the most important information you learned during class?
5. Do you have any questions or suggestions about your classes since the last Blackboard journal?

Upload your journal entries before the deadlines indicated in the syllabus. Entries uploaded after the deadline will receive an automatic 3-point deduction.

Assignment and Examination Schedule

| Activity | Due Date | Weight | Points |
|---------------------------------------|--|--------|--------|
| Reflection Questions (12 assignments) | 8/27; 8/29; 9/5; 9/24; 10/1; 10/8; 10/15; 10/22; 10/31; 11/19; 11/28; 12/3 | 10% | 60 |

| | | | |
|--|------------------------------------|-----|------------|
| Take Home Assignments (THAs) (3 assignments) | 9/19 & 9/24; 10/3; 11/19 | 10% | 60 |
| Assignment #1 (Common Assignment) | 9/27 | 17% | 100 |
| Assignment #2 | 10/31 and 11/7 | 25% | 150 |
| Assignment #3 | 11/28 | 17% | 100 |
| Blackboard Journals Entries (5 entries) | 9/6, 10/4, 10/18, 11/20, & 12/4 | 5% | 30 |
| Final Exam | 12/11 | 17% | 100 |
| Total Possible Points | | | 600 |

Grading

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

| | | |
|------------|----------------|---|
| 90 – 100 % | 540 – 600 pts. | A |
| 80 – 89 % | 480 – 539 pts. | B |
| 70 – 79 % | 420 - 479 pts. | C |
| 60 – 69 % | 360 – 419 pts. | D |
| Below 60% | ≤ 359 pts. | F |

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 and assignments made while you were absent.

Description of Writing Requirements: 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 **20%** of the grade being based on quality writing. All assignments will be graded using a rubric that can be found on Blackboard for this course.

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. No penalty will be given in this situation. The attached Grading Checklist will be used to identify writing criteria on which assignments will be graded.

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.

Use of electronic devices (pagers, cell phones, etc.): To minimize class disruptions, please turn these devices off during class. If you are required to be “on-call,” please advise me at the beginning of class, turn off the “audio,” and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture, etc. Web surfing and reading e-mail during class are 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:

- 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.

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 and includes 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).

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard. You will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. You may indicate in writing to me that you refuse to participate in the plagiarism detection process, in which case I can use other electronic means to verify the originality of your work.

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 (<http://www.kennelbookstore.com>). 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. The Policy on Disruptive Classroom Behavior (APM 419) is well worth reading in defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

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>).

Blackboard 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.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

For free tutoring on campus, contact the Learning Center (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred if they need the services provided by SupportNet to succeed in the course.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: <http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

For 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)." These may also be incorporated by directing students to the online [required syllabus policy statement page](#) (http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

GRADING CHECKLIST

Dear Student:

Due to the errors identified below, I am returning your paper without a grade. You have _____ (specify time period) to rewrite your paper and correct these errors. You can access the Learning Resource Center (<http://www.fresnostate.edu/studentaffairs/lrc/index.html>) or the Writing Center (<http://www.csufresno.edu/writingcenter/>), for assistance in revising your paper and correcting the grammatical and spelling errors.

| | |
|--|---|
| | Sentences are not started with capital letters. |
| | Sentences have incorrect ending punctuation. |
| | Sentences are incomplete. |
| | Paragraphs are not indented. |
| | Commas are misplaced. |
| | There are run-on sentences. |
| | Commas/numbering are incorrect when listing items in a series. |
| | There is misuse of quotation marks. |
| | Apostrophes are not used appropriately for contractions. |
| | There are spelling errors. |
| | There are unnecessary words. |
| | There are poor grammar choices where unnecessary words can be eliminated. |
| | There are poor transitions between sentences. |
| | There are poor transitions between paragraphs. |
| | There is misuse of common homonyms (there, they're, their; to, too, two; your, you're). |
| | There are incorrect verb tenses. |
| | There is lack of agreement between subjects and predicates. |
| | Pronouns do not agree with nouns they replace. |
| | There is incorrect use of colons (:). |
| | There is incorrect use of semi-colons (;). |
| | There are incorrect levels of headings. |
| | The underlining (italics) are used incorrectly. |
| | Parentheses are used incorrectly. |
| | Dashes are used incorrectly. |

| | |
|--|---------------------------------|
| | The paper is not double-spaced. |
| | Other: Explain |

SWRK 281 (Spring) Field Instructed Practice II Syllabus

| SYLLABUS FOR FIELD INSTRUCTED PRACTICE II (SWRK 281) | |
|---|-------------------------------------|
| Spring 2020 | California State University, Fresno |
| Course Information | Instructor Name |
| 2 Units | Office Number |
| Time | E-Mail |
| Location | Telephone |
| Website | Office Hours |

Course Description:

SWRK 281 Field Instructed Practice (2). Second of two semesters applying foundation theories and concepts in field instructed practice experience with individuals, families, groups, formal organizations and communities. Approved for RP grading. CR/NC grading only.

Prerequisites for the Course:

SWRK 280, concurrent enrollment in SWRK 221, and permission of the Field Coordinator.

Required Course Materials:

Students enrolled in SWRK 281 are required to purchase liability insurance. See the MSW 1 Field 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. Learning agreement (available on line at the IPT website)
3. Student Performance, Field Instructor, and Agency Evaluation Forms (available on line at the IPT website)
4. MSW 1 Field Manual (available on line at the DSWE website)

B. Reading

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

Course Specifics:

Summary of the Course: SWRK 281 is the second of two semesters of foundation field instructed practice. It is expected to provide students with a range of foundation learning experiences concurrently with the foundation practice class (SWrk 221) to facilitate integration of the primary theoretical perspectives of the program (systems, ecological, learning and conflict theories). The field practicum provides supervised "hands on" experience of social work,

affording students the opportunity to develop, practice and enhance a range of professional practice skills as well as to subsequently evaluate the effectiveness of interventions. The field practicum is designed to require students to demonstrate in behavior with clients/constituents, agencies and communities the knowledge and skills derived from the total curriculum. The first year field practicum emphasizes foundation multi-systems intervention strategies that address the following areas: 1) a commitment to social justice, 2) the empowerment perspective, and 3) diversity/cultural awareness. The practicum provides a multi systems social work practice emphasis focusing upon work with individuals, families, small groups, organizations and communities. Students are placed in an approved field agency for the academic year and complete 200 hours each semester, for a total of 400 hours of supervised foundation social work field instruction. Students also participate in a campus-based, bi-weekly field seminar for one hour for a total of 8 hours per semester which are included in the 200 required hours for each semester.

Course Goals:

To acquire foundation knowledge and skills for multi systems social work practice utilizing diversity awareness, an empowerment perspective and principles of social justice in support of the following educational goals for both semesters of the foundation year (SWRK 280 and SWRK 281):

1. To become socialized to the social work profession, developing awareness of its value orientation and learning the fundamental components of professional development.
2. To apply foundation knowledge of human behavior and a multi systems approach to social work practice
3. To develop foundation practice skills with individuals, families, groups, organizations and communities and apply appropriate strategies for intervention at multiple systems levels.
4. To acquire foundation skill in the evaluation of one’s own performance and practice.

Student Learning Outcomes:

The following learning objectives/outcomes represent the continuum of learning for the second semester of the foundation year of field instructed practice, SWRK 281:

- 1.1 To develop foundation knowledge of the range of professional social work practice through observation and participation in a first year field placement.
- 1.2 To develop foundation skills in collaborating with other professionals and systems on behalf of the client/consumer.
- 1.3 To apply core social work values, ethics and practice principles as outlined in the NASW Code of Ethics in working with various client systems and colleagues.
- 1.4 To differentiate the value orientation, roles and activities of social work from other professions, particularly in relation to populations-at-risk, diversity, disparities, empowerment and social justice.
- 1.5 To actively and responsibly participate in one’s own learning by identifying learning needs, seeking feedback and being open to the learning process

- 1.6 To develop and present a professional sense of self through appearance and conduct with clients/consumers and other professionals.
- 1.7 To demonstrate identification with the social work profession and an understanding of the life long process of ongoing professional development.
- 1.8 To identify the interrelated influences of micro, mezzo and macro systems on the behavior of individuals, families, groups, organizations and communities.
- 2.1 To identify variations of human behavior at micro, mezzo and macro systems levels.
- 2.2 To assess normative and non-normative biological, psychological, and social processes and variations within spiritual/cultural practices and their effect on behavior at multiple systems levels.
- 2.3 To apply foundation concepts from theoretical and empirical literature in identifying and implementing social work interventions.
- 3.1 To demonstrate beginning ability to apply concepts of social justice and empowerment to practice at multiple systems levels with a special emphasis on populations-at-risk and cultural variables.
- 3.2 To develop a multidimensional framework for assessment that incorporates diversity awareness, strengths, and an empowerment perspective.
- 3.3 To understand and begin to apply the major phases of the problem solving model: assessment; planning; intervention; evaluation; and termination at multiple systems levels.
- 3.4 To strengthen foundation helping skills, including engagement, verbal and non verbal following skills for application at multiple systems levels.
- 3.5 To recognize and begin to effectively manage common verbal and non verbal barriers in social work practice.
- 3.6 To apply core social work practice roles such as advocate, broker, case manager, consultant, counselor/therapist, facilitator, etc. at multiple systems levels.
- 3.7 To apply beginning intervention methods such as support, confrontation, ethnographic interviewing, information delivery, crisis intervention, use of self, social action, policy practice, etc. at multiple systems levels.
- 3.8 To incorporate foundation understanding of applicable agency, state and federal policies and laws in assessment and intervention at multiple systems levels, including policy practice. To demonstrate foundation professional skill in verbal and written reporting.
- 4.1 To demonstrate developing self-awareness by examining his/her values and biases and the effects they have on professional practice as a social worker.
- 4.2 To identify the impact of culture, race, gender, socioeconomic status, sexual orientation, age and disability on one's delivery of effective social work practice.
- 4.3 To demonstrate the use of foundation concepts from the empirical literature to inform practice and its evaluation.
- 4.4 To demonstrate the beginning use of both qualitative and quantitative methods to evaluate the effectiveness of one's practice.

Course Requirements/Assignments:

The following are specific assignments for SWRK 281:

1. Internship attendance.

2. Attend bi-weekly field seminar.
3. All students will develop a learning agreement which is due to the Field Office by the fourth week of field placement and includes specific learning assignments congruent with the educational goals and objectives of SWRK 281.
4. Students will complete a release of Liability/Emergency Contact form and submit it to the field secretary in the department.
5. Students will complete evaluation of practice assignments as provided by the field instructor and/or faculty liaison. The assignments will be utilized as a beginning step to evaluating one's own practice.

| Date | Assignment | Points |
|---------|---------------------|--------|
| 2/19/20 | Learning Agreement | N/A |
| 3/11/20 | Mid-term Evaluation | N/A |
| 5/6/20 | Final Evaluation | N/A |

Grading Policy:

SWRK 281 is graded on a CR/NC basis. Student evaluation forms are completed at the end of each semester and the field instructor recommends the grade based on student performance and department requirements (see MSW 1 Field Manual for more information). Students who do not complete the required hours within the semester period may be given an "RP" grade which is converted to CR/NC upon 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 practice courses. 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 practice courses. 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 courses.

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 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 & Participation: Students are expected to establish a regular schedule of 16 hours per week for each semester of the first year of Field Instructed Practice, SWRK 280 and SWRK 281. Students are also required to attend a bi-weekly field seminar on campus for one hour (for a total of 8 hours per semester). Expectations and policies regarding attendance and participation in the field practicum are outlined in the MSW 1 Field Manual which is available on line at the department website referenced above.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Dismissal: The university and department policies on dismissal are outlined in the MSW 1 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 Graduate Field manual and the University catalog.

Cell phones: Students are expected to follow policies of the agency in which they are placed.

University Policies and Services:

Students with Disabilities:

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

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:

- g) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- h) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- i) 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/) (<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."

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"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) (<http://libguides.csufresno.edu/copyright>).

Blackboard 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.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052. Graduate students can also access support for writing at the Graduate Writing Studio (Henry Madden Library 2119; 278-2450) and for data analysis, the Graduate Statistics Studio (Henry Madden Library, Room 2120, 278-2451).

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

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.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>

TENTATIVE COURSE SCHEDULE

Social Work 281

Spring 2020

| WEEK | HOURS | FIELD PLACEMENT ACTIVITIES/ ASSIGNMENTS |
|------|-------|--|
| 1 | 16 | Resume schedule for field internship Discuss professional use of self and boundaries Evaluation of Practice: Literature review to identify interventions |
| 2 | 16 | Development of Learning Agreement Resume casework and/or assume new cases Attend relevant agency meetings Supervision |
| 3 | 16 | Observe a group Participate in a multidisciplinary meeting Casework and documentation Supervision |
| 4 | 16 | Learning Agreement Due Provide social work services to a family Discuss culturally relevant barriers to your practice Address global aspects of practice with local populations at-risk Supervision |
| 5 | 16 | Complete a Multidimensional assessment using P-I-E Develop a culturally relevant service plan Evaluation of Practice: Single system design Supervision |
| 6 | 16 | Consult on an ethical issue in your practice Complete a process recording Casework and documentation |

| | | |
|-------------|--------------|---|
| | | Attend relevant agency meetings Supervision |
| 7 | 16 | Complete an organizational assessment of client access to services Develop a culturally relevant plan to address barriers to access Supervision |
| 8 | 16 | Casework with client/consumer culturally different from self Documentation Supervision Evaluation of Practice: Conduct a needs assessment of an agency program or policy |
| WEEK | HOURS | FIELD PLACEMENT ACTIVITIES/ ASSIGNMENTS |
| 9 | 16 | Complete a community map or genogram Participate in a case staffing Attend relevant agency meetings Supervision |
| 10 | 16 | Complete a Multidimensional assessment using DSM V Develop a culturally relevant service plan Documentation Supervision |
| 11 | 16 | Facilitate a psycho educational group Develop an agenda and complete minutes for an agency meeting Casework and documentation Supervision |
| 12 | 16 | Provide social work services to a family Supervision Evaluation of Practice: Analysis of a client narrative |
| 13 | 16 | Attend relevant agency meetings Complete process recording |

| | | |
|----|----|--|
| | | Casework and documentation Supervision |
| 14 | 16 | Policy practice: Recommendation regarding an agency policy Casework and documentation Supervision |
| 15 | 16 | Preparation for termination Supervision Final Semester Evaluation for SWrk 281 Due –200 hours completed |

SWrk 281
Sample Field Seminar Calendar
Spring 2020

NOTE: Topics for each seminar are listed below. The purpose of the topics is to provide some guidance to the seminar process. Students should feel free to raise questions, concerns, and experiences based on their learning needs. In the end, all field matters have the potential to contribute to the development of foundation social work practice knowledge and skills.

| CLASS | Section | DATE | TOPIC |
|--------------|----------------|-------------|---|
| 1 | | | Introductions, Overview of Seminar Review of Seminar/Group Members Responsibilities Establish Class Sections and Schedule |
| 2 | | | Development of the Learning Agreement Negotiating Appropriate and Required Learning Experiences |
| 3 | | | Professionalism, Courtesy and Professional Relationships |
| 4 | | | Taking Responsibility for Learning and Professional Development |
| 5 | | | Learning Progress and the Mid-Term Evaluation Goals for the Remainder of the Semester |
| 6 | | | Personal Values, Ethics and Professional Behavior |
| 7 | | | Evaluating Practice and Professional Development |
| 8 | | | Termination and Goals for Second Year Internship |
| | | | |

SWRK 221 (Spring), Seminar in Foundations for Social Work Practice II Syllabus

| SYLLABUS FOR SEMINAR IN FOUNDATIONS FOR SOCIAL WORK PRACTICE II (SWRK 221) | |
|---|-------------------------------------|
| Spring | California State University, Fresno |
| Course Information | Instructor Name |
| Units | Office Number |
| Time | E-Mail |
| Location | Telephone |
| Website | Office Hours |

Catalog Statement

Analysis and application of the theories, principles and techniques of social work practice with individuals, families, groups, organizations, and communities

Course Description

This course is designed to familiarize students with the values, knowledge and skills necessary to provide services to individuals, groups, families, organizations, and communities within a multi-system, generalist context. Specific content and seminar discussion will address the special needs of marginalized populations especially women and people of color within the context of our urban/rural environment. The course focuses on the various practice tasks required at the beginning, middle, and ending phases of intervention with an emphasis on interpersonal, intrapersonal organizational, and community processes. In addition, attention is given to recognizing, appreciating and understanding the process component of multi-system level interactions. Students are expected to develop competence in intervention methods and demonstrate skill in applying these interventions to individuals, families, groups, organizations, and communities in relation to their ecosystems. Special attention is paid to the development of effective relationships in multi-system contexts, self-awareness, and accurate assessment. Core engagement and intervention skills are practiced, and the ability to express oneself as an effective professional, utilizing relevant verbal and written skills is stressed. In addition, students are expected to evaluate their own practice in a context of social work values and ethics.

Prerequisite

SWRK 200 and concurrent enrollment in SWRK 281

Required Textbooks and Materials

Cooper, M.G., & Lesser, J.G. (2015). *Clinical social work practice: An integrated approach*. (5th ed.) Boston: Allyn and Bacon.

Netting, F.E., Kettner, P., & McMurty, S. (2008). *Social work macro practice* (4th ed.). Boston: Pearson Education.

Recommended Texts:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental and emotional disorders, 5th edition (DSM -5)*. American Psychiatric Association.
Hepworth, HD, Rooney, DH and Larsen JA (2006). *Direct social work practice: Theory and skills*. (7th ed.) Pacific Grove, CA.: Brooks/Cole Publishing Company.

Examinations and Major Assignments

Assignments (140 points):

There are seven assignments, each worth twenty (20) points, in this course. Each will apply practice material to various practice situations and to specific issues encountered in fieldwork internships. Students will be expected to demonstrate their ability to apply theoretical concepts, and practice skills in the field, to describe their practice in writing, to critically analyze the effectiveness of their interventions, and to demonstrate increased personal awareness of strengths and weaknesses through reflective writing. Each assignment is three-five (3-5) pages and requires one-three (1-3) citations. Must be APA style.

Oral & Written Case Presentation: (200 total points) (COMMON ASSIGNMENT-EPAS)

Students will be expected to write and present a case plan that includes assessment (background case information & referral/presenting problem) and a treatment plan (diagnosis, application of theory, cultural/diversity issues). Students will also have to present their case presentation to their classmates with the possibility of receiving constructive feedback. **YOU MUST HAVE ACCESS TO A CLIENT-MAKE SURE YOU DISCUSS THIS WITH YOUR FIELD SUPERVISOR!** The practice situation should preferably be something from the field setting you began in the fall. If possible, the case should be from this semester; but, if necessary, it may be a situation from your past social work experiences. Although you can choose a practice situation with a focus on an individual, couple, family, organization or community, it is important that you integrate all system levels (i.e., micro, mezzo, and macro) as you conceptualize and present your practice situation. **The written paper will be expected to have 10 pages with a minimum of three references.** (A detailed description of the oral & written assignment along with the rubric will be handed out.) Must be in APA style.

Manuscript has a grading rubric. Maximum points are 120. Presentation has a grading rubric. Maximum points are 80.

Final Paper (120): The final exam will be an open-book paper requiring the student to integrate course material as applied to a case vignette with micro, mezzo, and macro practice components.

Grading

| Activity | Points | Weight | Point Spread |
|-------------------------------|------------|-------------|--------------|
| Assignments (7) | 140 | 28% | 450-500 = A |
| Case Presentation- Oral | 80 | 16% | 400-449 = B |
| Case Presentation- Manuscript | 120 | 24% | 350-399 = C |
| Final Paper | 120 | 24% | 300-349 = D |
| Class Attendance | 20 | 4% | 250-299 = F |
| Class Participation | 20 | 4% | |
| GRAND TOTAL | 500 | 100% | |

Course Goals and Primary Learning Outcomes

Course Goals

1. Students will understand and apply historical and contemporary theories that inform all levels of competent social work practice. [EPAS 2.1.6, 2.1.7]
2. Students will apply the NASW Code of Ethics in multi-systems practice at increased levels of complexity.[EPAS 2.1.1, 2.1.2]
3. Students will understand, apply, and evaluate practice interventions specifically designed for hard-to-reach and oppressed populations. [EPAS 2.1.1, 2.1.3, 2.1.4, 2.1.10 (a-d)]
4. Students will assess the impact on social work practice of social policy, organizational processes, and the political, economic and, community environment. [EPAS 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10 (b & d)]
5. Students will demonstrate increasingly sophisticated written and oral communication skills for practice at multi-systems levels. [EPAS 2.1.3, 2.1.10 (b)]

Learning Outcomes

- 1.1 Demonstrate a foundational understanding and application of psychodynamic, learning and ecosystems theoretical frameworks as applied in empowerment based practice. [EPAS 2.1.6, PB 2; 2.1.7, PB 1]
- 1.5 Demonstrate the application of the medical model and the role of social work in the diagnosis of mental and emotional disorders, utilizing DSM IV-TR. [EPAS 2.1.7, PB 1]
- 1.6 Apply knowledge of environmental and social influences in the development of a multidimensional assessment and intervention plan that address change in both the person and environment. [EPAS 2.1.7, PB 2]
- 2.1 Demonstrate increased ability to distinguish between legal and ethical considerations at all levels of social work practice. [EPAS 2.1.2, PB 1]
- 2.2 Demonstrate use of self to address ethical dilemmas regarding confidentiality, dual relationships, advocacy, and professional competency at multi-system levels. [EPAS 2.1.1, PB 1; 2.1.2, PB 2]
- 3.1 Critically assess and apply multisystem intervention strategies that enhance client problem solving from a strength based perspective. [EPAS 2.1.3, PB 1; 2.1.10(b), PB 1; 2.1.10(c), PB 1; 2.1.10(d) PB 1]
- 3.2 Apply culturally relevant interventive strategies that incorporate ethnographic and narrative approaches that address the diverse needs of marginalized populations and communities. [EPAS 2.1.4, PB 1 & 3; 2.1.10(a), PB 1 & 2; 2.1.10(b), PB 2; 2.1.10(c), PB 2]

- 3.3 Understand the concept of intersubjectivity with respect to its influence on the selection and outcome of interventions with diverse client populations. [EPAS 2.1.4, PB 1]
- 3.6 Apply collaborative measures that include input from recipients of service in order to evaluate practice at all systems levels. [EPAS 2.1.4, PB 3; 2.1.10(d), PB 1]
- 3.7 To deepen self-awareness related to biases, strengths and weaknesses in practice through the use of supervision, peer consultation, journal keeping, and other forms of self-reflection. [EPAS 2.1.1, PB 2; 2.1.4, PB 2]
- 4.1 Conduct an organizational assessment that addresses structure, cultural competency, policies, and budgetary issues that impede or enhance service delivery. [EPAS 2.1.10(b), PB 1; 2.1.10(d), PB 1]
- 4.2 Examine the effect of government policies on services to clients and advocate for change that enhances social well-being. [EPAS 2.1.5, PB 1; 2.1.8, PB 2; 2.1.9, PB 1]
- 4.3 Evaluate the impact of challenges in the work environment and develop strategies for effective use of supervision. [EPAS 2.1.5, PB 1; 2.1.6, PB 1; 2.1.10(d), PB 1]
- 4.4 Identify and evaluate organizational decision-making structures that empower both staff and clients. [EPAS 2.1.10(d), PB 1]
- 4.5 Assess environmental contexts that adversely impact clients and learn how to advocate for social and economic justice. [EPAS 2.1.5, PB 2; 2.1.8, PB 1; 2.1.9, PB 1 & 2]
- 5.3 Compile client assessments, clinical formulations, intervention plans, and case reports in both written and oral formats. [EPAS 2.1.3, PB 2; 2.1.10(b), PB 1 & 2]
- 5.2 Demonstrate foundational skills in areas of intra- and inter-agency written and oral communication that includes use of electronic systems and media. [EPAS 2.1.3, PB 2]

Description of Writing Requirements:

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 **20%** 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. No penalty will be given in this situation. The attached Grading Checklist will be used to identify writing criteria on which assignments will be graded.

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.

GRADING CHECKLIST

Dear Student:

Due to the errors identified below, I am returning your paper without a grade. You have _____(specify time period) to rewrite your paper and correct these errors. You can access the Learning Resource Center (<http://studentaffairs.csufresno.edu/lrc/main.html>), Writing Center (<http://www.csufresno.edu/writingcenter/>), or Bee Yang at 559-278-6489 or beey@csufresno.edu for assistance in revising your paper and correcting the grammatical and spelling errors.

| | |
|--|---|
| | Sentences are not started with capital letters |
| | Sentences have incorrect ending punctuation |
| | Sentences are incomplete |
| | Paragraphs are not indented |
| | Misplaced commas |
| | Run-on sentences |
| | Commas/numbering incorrect when listing items in a series |
| | Misuse of quotation marks |
| | Apostrophes are not used appropriately for contractions |
| | Spelling errors |
| | Unnecessary words |
| | Poor grammar choices (unnecessary words can be eliminated) |
| | Poor transitions between sentences |
| | Poor transitions between paragraphs |
| | Misuse of common homonyms (there, they're, their; to, too, two; your, you're) |
| | Incorrect verb tense |
| | Lack of agreement between subjects and predicates |
| | Pronouns do not agree with nouns they replace |

| | |
|--|--|
| | Incorrect use of colons |
| | Incorrect use of semi-colons |
| | Incorrect levels of headings |
| | Underlining (italics) used incorrectly |
| | Parentheses used incorrectly |
| | Dashed used incorrectly |
| | Other: Explain |

Subject to Change Statement:

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Use of electronic devices (pagers, cell phones, etc.): You will be asked to leave the classroom if you are caught using your cell phone. Only under the instructor’s permission will you be allowed to use laptops or any other digital devices.

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).

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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, non-profit field agencies, and for profit field agencies. The criteria governing the use of agencies for field instruction has been established by the Department of Social Work Education in conformity with standards developed by the Council on Social Work Education.

Designated Instructional Sites

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

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

Non Profit Agencies

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

1. The agency employs an individual who possesses an MSW degree from a CSWE accredited program.

2. The individual possessing the MSW is willing to provide the requisite field instruction to the field students, and fulfill the role and responsibilities of the field instructor.
3. The agency will provide the MSW with time to attend field instructor training and continuing education programs.
4. The emotional and attitudinal climate of the agency is conducive to learning.
5. The agency provides for a) space and equipment needed by students and their field instructor, i.e., desks, telephone, privacy for interviews and conferences, etc.; b) clerical services needed by student and their field instructor; and c) the use of case material and other agency data a student might need to fulfill class assignments and research provided confidentiality can be maintained for both individuals and agency.

For Profit Field Sites

Agencies that have a for profit tax status may occasionally be used as field sites for social work students. Those agencies must meet the minimum qualifications listed above under the non profit status. The following additional requirements also apply:

1. Students may not be placed in either individual or group private practitioner offices for field internship.
2. The specific duties and responsibilities of students placed in a for-profit setting must be clearly delineated. Any assignments or activities of the student that involve revenue generation must result in payment to the student of a stipend of 50% of the revenue generated.
3. The for profit placement site must assume responsibility for the calculation and distribution of any stipend monies owed to the student as a result of their revenue generating activities.

Agency Selection Process

The Field Coordinator or designee is responsible to the Department Chair for the selection and maintenance of all field placements in the B.A. and M.S.W. programs. The Field Coordinator, sometimes assisted by members of the Field Review and Certification Committee, completes a study of a potential new field site. The Field Coordinator meets with and obtains the professional vitae of prospective new field instructors and presents recommendations to the Field Review and Certification Committee. This committee may request further information, recommend deferring, rejecting or accepting the proposed new site and field instructor(s)

and/or set other conditions. Where a student's work site becomes his/her internship, an "in-agency" placement also must be in an approved agency.

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

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

12. A variety of social work roles are used, and the student can participate in working with people and programs, in the five-part problem-solving process, from assessment through evaluation.
13. The agency is willing to enter into a formal agreement with the university to participate in the program by providing field learning experiences to students for the time period covered by the agreement.

Department's Curriculum Expectations

Selecting a field site requires thorough study. Settings are required which challenge the students' interests, maximize their learning, and provide them with the depth and breadth of experience required by the curriculum and the general objectives of the program. It is expected that the agencies selected as field sites reflect the breadth, diversity and variety of fields of practice within the San Joaquin Valley.

Agencies are evaluated on their ability to provide assignments with a range of persons of different cultural backgrounds.

It is assumed that the learning experiences provided through field work are essential to the achievement of the objectives of the social work curriculum. Purposeful helping or problem-solving activities with the recipients of social services enable the student to experience the discipline of professional relationships; to gain new knowledge and understanding in all content areas of the curriculum; to learn to apply and test social work principles, values and techniques; and to develop the skills and self-awareness necessary for professional competence as a social worker.

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

Use of Employment as a Field Education Site

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

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

As an initial step, the student should review the basic requirements below that must be met in order to utilize an employment site as a field practicum. Formal request for this arrangement is initiated by the student in consultation with the Field Coordinator or Assistant Field Coordinator at the time of application for field placement. Guidelines for a written application can be found at the end of this document. The application template is located on the DSWE website under Field/Materials for Students.

A 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. See [Section 8](#) of this manual for the application form for in-agency placement.

Basic Requirements of In-Agency Placements

1. The student has permanent status and has worked for a minimum of one year at the agency; and cleared probationary status for current work assignment.
2. A clear delineation is established between employment roles/responsibilities and educationally focused field practicum experiences;
3. There are specified and separate assigned field work hours and employment hours;
4. It is expected that the employee's workload will be reduced commensurate to the amount of time required for field practicum.
5. Field practicum assignments must be in a different program or service area than the student's current or previous work, internship, or volunteer experience;
6. The field instructor for MSW students must have an M.S.W. degree from a CSWE accredited program, two years of post-MSW practice experience, be different from the current job supervisor; and have no authority over the student's employment. For BA students, the field instructor may have either an M.S.W. or B.A. degree from a CSWE accredited program and also two years of post-baccalaureate or post-MSW practice experience.
7. The agency, field instructor, and the student meet the criteria as outlined by the Department of Social Work Education curriculum and field education policies;
8. The required In-Agency Field Placement Application is completed by the due date set forth by the Field Coordinator;
9. The field practicum meets the curriculum requirements in the specific areas of practice in

which the graduate or undergraduate student is concurrently enrolled:

- a. Undergraduate: SWrk 180/181 (Macro) and SWrk 182/183 (Micro)
 - b. MSW1: SWrk 280/220 and SWrk 281/221 (foundation practice with individuals, families, groups, organizations and communities)
 - d. MSW2: SWrk 282/224/225/246 and SWrk 283/227/247 (advanced practice with individuals, families, groups, organizations 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, i.e., if the student has used his/her employment site at the undergraduate level, he/she will not be allowed to utilize an employment site at the graduate level. 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 proposal.

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

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

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

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

Student Standards:

1. Student must have permanent status and been employed by the agency for **at least one year** and cleared probationary status for current work assignment.
2. Student's employment performance evaluation must be at a satisfactory level. During the academic year, student must continue to perform at a satisfactory level in both employment and the field practicum setting. Failure to maintain satisfactory job performance will result in loss of approval to use the employment site for field practicum and necessitate replacement to another internship. Replacement and staying "on track" with the curriculum is not guaranteed; it is possible that the student will have to withdraw from field and practice courses and re-enter field in the internship cycle beginning the next fall.

3. Generally, the student who completes an In-Agency placement may use this setting for only one academic year. There may be exceptions to this policy. Decisions will be based on the learning needs of the individual student and the educational soundness of the in-agency proposal.

Agency Standards:

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

Field Instructor Standards:

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

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.

History of Arrest and/or Convictions

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 of required “job-related” misdemeanor and/or felony conviction(s) and the conviction(s) become(s) known to the department **may be administratively dropped from the social work program.**

Liability Insurance

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

Student Placement Procedures

The placement process for MSW1 students occurs in the summer. The process is as follows:

1. Prior to placement each student will complete a field placement application and Field Practicum Student Agreement.
2. Each student will identify career and learning objectives and interests. The Field Coordinator and field faculty will use the information provided on the application to facilitate placement selection and assignment.
3. Each agency will be notified of the name of the assigned student.
4. The Field Coordinator will notify all students by mail of their assigned field placement each year at which time, the student is instructed to contact the agency to confirm the internship, hold a courtesy interview, and determine, what, if any, prerequisites must be met over the summer (e.g., immunization records, background checks) to be ready to report to the internship on the assigned date.
5. The department attempts to place all students in accordance with department placement

procedures. It does not guarantee that a student will be accepted for placement or that the first year placement assignment will meet a student's interests and preferences. If either student or agency has a concern about the assignment match, this should be discussed with the Field Coordinator.

Unsuccessful Placement Interview

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

When a placement is not secured through the regular placement process, the Field Coordinator will meet with the student to review the reason for denial or refusal of placement, the student's interest, and potential available internship setting(s). If a potential internship cannot be identified, the student will be informed of this and referred to his/her advisor for planning. If a potential internship can be identified, the student will be referred to this agency for an interview. If this additional agency denies the student a placement or the student refuses the placement, the student will be referred to his/her advisor. The DSWE cannot guarantee that the student will secure a placement and complete the social work degree.

Reassignment of a Student

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

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

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

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” (NC) for the semester.

Students who are reassigned prior to the end of the semester will receive an “RP”, (equivalent to an “Incomplete” grade) for that current semester. The “RP” will be removed from the student's record upon receipt of a satisfactory “post reassignment evaluation” from the new field instructor. “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.

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 University Health Center | Phone: 278-2734

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

Limited Services 12:00-1:00pm

NOTE: Medical assistance limited to first aid treatment

Advanced Care:

Saint Agnes Occupational Health

7202 N Millbrook Ste 108 Fresno Ca 93720 | Phone 450-7777

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

Saint Agnes Occupational Health - Northwest

4770 W Herndon Suite 110 Fresno Ca 93722 | (559) 450-6340

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

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

Emergency Care & After Hours Care:

St. Agnes Medical Center

1303 E. Herndon Avenue, Fresno, CA Phone | 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. Notify the Field Liaison and Field Coordinator immediately when serious problems with a student are indicated; and provide prompt written notification and justification for asking a student to leave, or be removed from, the agency.
- i. Notify the Field Liaison and Field Coordinator immediately of any injury to student while in field or incident involving the student that may have implications for his/her liability.

2. Rights

- a. Upon meeting and interviewing the student, agencies can refuse to accept him/her for an internship for reasons pertaining to personality conflicts or educational inappropriateness. For example, a student lacks sufficient skill and knowledge to undertake the beginning tasks of the agency. (If issues are identified after the internship has begun and there is no consensus about immediately terminating the placement, the student must be afforded due process and the opportunity to correct behaviors of concern before he/she may be withdrawn from the internship.)
- b. Agencies can ask for the immediate removal of a student who is determined to be a danger to the consumers of the services rendered; who is disruptive to the work environment; demonstrates serious unprofessional conduct; or who breaches confidentiality.
- c. Identification of a pattern of student conduct that is unprofessional (e.g, unexplained absences and attendance issues, showing questionable ethical decision making, apathetic performance) or shows an inability to perform in the field should first lead to consultation with the field liaison and a corrective action plan. Documentation of a continued pattern of unsatisfactory student conduct constitutes grounds for dismissal of student from the field site.
- d. If an agency dismisses a student from the internship due to any of the above, the student may be administratively dropped from the field sequence and possibly from the social work program since such acts may result in the harm to clients and are generally indicative of an inappropriate or untimely career choice on the part of the student.

Field Instructor Training

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

Field Education Time Requirements

SWRK 280 and 281, Field Instructed Practice and Field Instructed Practice II, require the student to be in the field 16 hours per week on a regular basis throughout the fall and spring semesters.

It is the department's position that optimal social work education requires a balance between classroom learning and field learning. Ideally, the requirements of field instruction should not detract from the student's ability to participate in classroom activities, nor should coursework place excessive demands on the student which make it difficult for them to function in the field agency. In order to maintain this balance, **field instruction will not exceed 16 hours per week, except in unusual circumstances for which prior written approval has been obtained from the Field Coordinator.**

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

In fulfilling these requirements the student has responsibility for:

1. Reporting for field placement on the days assigned throughout the academic year and until the last day of field in each semester. Students may not leave field early simply because they have completed 200 hours for the semester; this is a minimum number of hours expected of students. It is common for students to complete more than this minimum.

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

3. The student is expected to:

a) Discuss with his/her field instructor, in advance, any planned absence from the agency (including withdrawal from school).

b) Participate in making any arrangements necessary to avoid inconvenience of others (e.g., cancellation of appointments with clients, agency staff etc.).

4. Arrange with his/her field instructor to make up any field education time lost because of chronic illness or family crisis, such as a death or serious illness. The student is responsible for reporting illness or other unplanned absences to his/her field instructor, either directly or indirectly, as soon as possible on the first day of his/her absence. In the event of prolonged illness, the student is responsible for notifying the faculty liaison and Field Coordinator and developing a written plan for completing field. The student may find it necessary to spend compensatory time in field placement after the semester has ended. **A plan for completing internship must be submitted in writing and requires the Field Coordinator's advanced written approval.** When this occurs an "RP (Report in Progress)" grade will be given with the understanding that a credit grade will be substituted as soon as the field instructor reports that all requirements have been met. Compensatory time may not be acquired during the time that the student has scheduled classes.

5. Secure advanced authorization to substitute another learning experience for some field education days. Students are encouraged to attend certain professional conferences and other meetings of educational value, and are not required to make up the time lost from the field when agency and department approval of such attendance is given. Students wishing to apply some field hours in this manner should discuss this plan with their faculty liaison, obtain agreement from their field instructor, and add this to their learning agreement. Activities should address specific topics or experiences that further goals of the student's field education learning plan. No more than 10% of field hours may be earned in such activities each semester. **Please note that educational seminars related to programs such as Title IV-E do not count for field internship hours.**

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

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

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

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

Factors Affecting Student Participation in Field Internship

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

Winter Session

The Winter Intersession (between the end of the Fall semester and the beginning of the Spring semester) is a period of approximately four weeks. No students are permitted to attend field internship between Christmas and New Year's Day because the University is closed.

Between January 2nd and the beginning of the spring semester, the policy covering the Winter Intersession shall be negotiated as follows:

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

Academic Standing

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

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 280 or SWRK 281 as a class with the Office of Services to Students with Disabilities. Students are also responsible for informing the faculty liaison and field instructor of their disability and request for reasonable accommodation. The full text of the university policy on academic adjustments for students with disabilities is located in [Section 8](#).

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):

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.

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.

Arrangements for the place, date and time for review will be made by the student and the responsible official.

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. Graduate academic and field placement files are destroyed 2 years after completion of the social work program and final field internship, respectively.

Student Stipends

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

SECTION 5: Student Roles, Rights, Responsibilities and Due Process Procedures

Student Rights

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

Responsibilities of the Student

1. Uses the field instruction program as an opportunity to enrich and extend the whole curriculum; all prerequisites should be met prior to requesting an internship. Graduate students must have a 3.0 GPA in the MSW program to participate in the field instruction program and concurrent practice classes. (Waived for students in the first semester in the MSW program.)

2. Assume professional responsibility and appropriate accountability for assigned client services and other agency activities.
3. Prepare a field learning agreement for the field instructor's and faculty liaison's review and revise it as necessary.
4. Participate in weekly supervisory conferences for one hour per week with the field instructor, prepare an agenda, select, record, or present material representative of work, share reactions to all questions about the field experience and advise the field instructor of new learning needs.
5. Participate in selected agency activities (e.g., staff meetings, conferences, in-service training, committee work) when these are not in conflict with campus-based courses, seminars, or other academic commitments.
6. Not participate in learning tasks or assignments if the student does not feel safe. Concerns regarding personal safety and risk should be brought to the immediate attention of the field instructor and faculty liaison for discussion and problem solving.
7. Use the department's field and academic calendar to schedule time within the agency.
8. Maintain the university schedule with regard to national and state holidays, as outlined in the field calendar.
9. Will contact his/her faculty liaison immediately in the event of difficulty or of an emergency necessitating absence, leave of absence or premature termination from the internship. Absence for more than one week must be reported to the Field Coordinator immediately (see section 4).
10. Will change their learning agreement as needed using the procedure outlined in this manual.
11. Can expect that the field practicum will provide the learning experiences sought, as described elsewhere in the manual.
12. Will participate in evaluation of own performance and provide input for evaluation of the agency as a field practicum and of the field instructor.
13. Will follow steps in the directions provided in obtaining a field placement or negotiating an "in-agency" internship.
14. Will follow the standards expected for agency employees at their field placement. This includes professional dress and appearance, keeping up-to-date records of hours, assignments completed or in progress, case records and charting, completion of any required administrative responsibilities.

15. Obtain agency approval for the use of any case material or records outside of the agency and maintain accepted standards of confidentiality.
16. Share all course syllabi with the field instructor and inform the field instructor in a timely manner of classroom assignments that relate to field instruction, sharing material when relevant.
17. Make known to the Field Coordinator and Department Chair any personal issues or situations which would, if the student were placed in a particular agency or with a specific population group, pose a conflict of interest or be in violation of the law governing the delivery of human services.
18. Attend biweekly field seminar on campus.

Student Recourse and Due Process

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

Problem Solving Procedures:

1. Student and field instructor discuss the problem constructively and in an issue oriented fashion in an effort to achieve a mutually agreeable resolution. If the problem is not resolved to the student's and/or field instructor's satisfaction, the student should proceed to the next step.

Note: In rare circumstances, it may not be appropriate for problem resolution to begin between the student and field instructor, i.e. student is being sexually harassed by the field instructor. In such circumstances, the student will begin Step 2 of the Problem Solving Process.

2. Student immediately advises the faculty liaison of the problem. The faculty liaison will facilitate problem resolution in a manner deemed appropriate by the faculty member. If the solution is not amenable to the student, she/he should proceed to step number 3.
3. If the problem is not satisfactorily resolved, the student must request a meeting between her/himself, the field instructor, and faculty liaison. This request shall be in writing to the faculty liaison with a copy to the Field Coordinator. A three-way meeting between the student, field instructor, and faculty liaison will ensue in order to discuss and attempt to resolve the problem.
4. If the problem is still not resolved, the student may request a meeting with the Field

Coordinator. The Field Coordinator will attempt to facilitate problem resolution—inclusive of calling a meeting between the student, field instructor, faculty liaison, agency director, and MSW Coordinator if appropriate to discuss and resolve the problem. This step of the process will render a decision and problem solution.

5. The decision/solution achieved in step 4 may be appealed by the student. An appeal must be in writing and addressed to the Field Coordinator with a copy to the Chair of the department. The Chair of the department will render a final decision.
6. Students wishing to appeal decisions rendered in step 5 may do so through the university grievance procedure.

All Students Note:

1. If a field instructor is dissatisfied with a student's performance, he/she will immediately bring this to the student's attention during supervision.
2. If the student's performance does not improve with verbal feedback and/or the performance concerns are of a serious nature, the student will receive prompt written notification. A copy of this notification will be sent to the faculty liaison and Field Coordinator.
3. Written notification of poor performance **must** include a Corrective Action Plan (See Section 7 & 9) outlining performance expectations and a timeline for improvement so that the student might meet learning agreement expectations prior to the end of a semester. The [Corrective Action Plan](#) template is located in Section 9.
4. The faculty liaison will immediately call a three-way meeting to discuss the performance concerns and facilitate development of a Corrective Action Plan to assure understanding of performance expectations and the timeframe for improvement.
5. If the student does not adequately improve his/her performance within a reasonable and specified period of time, the field instructor will give the student a marginal or unsatisfactory evaluation.
6. All students are responsible for conducting themselves in a professionally appropriate and ethical manner at all times during the field internship. You are responsible for knowing the field placement agency rights described in Section 4 of this manual, **including the grounds for dismissal of a student from the field placement agency and possibly the social work program**

Dismissal

There are two types of dismissal from the social work program and the university: academic and nonacademic. Academic dismissal occurs as a result of failing to meet the minimum scholarship standards of an academic course and/or an academic program of study. (Minimum standards for Field Internship include the development of an approved learning

agreement by the end of the 4th week of field instruction each semester and satisfactory evaluations at midterm and end of each semester. The standard of performance on final evaluations is satisfactory or higher rating (3=average, 4= above average, or 5=excellent) on more than 80% of learning tasks on the approved learning agreement.) University policy on academic disqualification is outlined in the CSU Fresno General Catalog.

Because the field internship is a requirement of all students in the 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 for cause that warrants immediate dismissal.
3. Dismissed from an internship for cause and is either refused further internships by suitable agencies or is unsuccessful in completing the internship in another agency that has accepted the student for the internship. (To make their decision, the proposed agency is given information about the dismissal from the prior internship and interviews the student.)
4. Found to have terminated his/her internship without following the processes outlined in this manual for making such changes. Program faculty will evaluate such cases and recommend actions ranging from replacement to dismissal from the program.

There is no guarantee that a suitable internship will be identified, available and willing to accept the student. Students who are unable to continue with the field internship will meet with their academic advisor to identify alternatives.

Nonacademic dismissal is defined as a disciplinary matter and falls within the administrative jurisdiction of the university. Behaviors in the classroom or field placement that violate the NASW Code of Ethics and/or university policies on conduct and are not subsumed under “academic reasons” may lead to dismissal from the program. Examples of such behaviors include unwillingness to engage in learning assignments or problem solving in field, disruptive behavior, harassment, cheating and plagiarism. Nonacademic dismissal may also result when a student’s personal issues and behaviors interfere with acceptable practice and professional conduct. If, after review by department faculty, the student is deemed unsuited to the social work profession, the student will be dismissed from the program. The student will not be reinstated until he/she presents evidence of having changed the behavior(s) at issue and can show that he/she can maintain the new behaviors.

California law, under Title V, grants the Department the discretion to determine “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 between the student, the field instructor, the faculty liaison, and the Field Coordinator about the nature and content of the student's field experience. The written agreement provides a focus for mutual planning in the development of learning experiences and serves as a reference point for ongoing evaluation of learning progress. The learning agreement can also serve as the basis for resolving any disagreements that may arise concerning the field placement experience.

The learning agreement will serve as a "road map" for the field placement experience. It can be used in weekly supervision with the field instructor and during faculty liaison visits to monitor progress and to 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

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

As such, the learning agreement reflects the required foundation content for all MSW1 students in the areas of professional development, multi systems social work practice and evaluation of practice. Specific assignments are listed and are to be completed by all MSW1 students. Those assignments that are derived from the concurrent practice classes, SWRK 220 and 221, are included in this section to facilitate the integration of class and field. Additional field assignments can be added to the learning agreement to reflect student, agency, 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. MSW1 students are required to complete the first semester learning agreement, SWRK 280, and the second semester learning agreement, SWRK 281, using the format in parts C and E of this section of the manual. Both learning agreements include the following components.

1. Semester – Include the year in which you are enrolled in SWRK 280 or SWRK 281.
2. Student Information – Include all of the information indicated on the learning agreement template. The field placement schedule listed should be in accordance with the Department of Social Work Education assignment of 16 hours per week normally on Tuesdays and Thursdays. Also, be sure to include the proposed winter break schedule, if any, that has been

agreed upon between you, the field instructor, and the faculty liaison (see Section 4 of this manual for the policy on Winter Session).

3. Agency Information – Include all of the agency related information on the learning agreement template. Include the name of the non-MSW agency supervisor only if you are placed in a setting under the direct supervision of a non-MSW.
4. Signatures – Once the student and field instructor have signed the learning agreement, it will be available to the faculty liaison for review and approval. Once the faculty liaison signs, the learning agreement will be reviewed and signed by the Field Coordinator.
5. Field Supervision – Record the specific information about your MSW field instructor as indicated on the template. Include the name(s) of agency staff who are available for backup/emergency supervision in the absence of your assigned MSW field instructor. Clearly indicate who is responsible for the preparation of an agenda for weekly supervision.
6. Agency Overview – Write a brief, narrative description of the field placement agency's organizational structure and the services that are available to clients/consumers.
7. Learning Assignments – Required learning assignments are listed in three areas: professional development; multi systems social work practice; and evaluation of practice. The assignments listed are required for all MSW1 students and are expected to be satisfactorily completed by the end of the semester. Additional learning assignments 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 220 or 221 are included in this section of the manual.
8. What the Agency Agrees to provide – Include additional items under “Other” and be certain that the field instructor initials each item.

SWRK 280 (Fall) – Learning Agreement



Social Work Education

SWRK 280 LEARNING AGREEMENT

Fall Semester

Student Information:

FIRST NAME MIDDLE INITIAL LAST NAME

STREET ADDRESS CITY ZIP CODE

PREFERRED PHONE NUMBER CAMPUS E MAIL ADDRESS

FIELD PLACEMENT SCHEDULE WINTER BREAK SCHEDULE

ACADEMIC ADVISOR PHONE E MAIL ADDRESS

Agency Information:

AGENCY NAME

STREET ADDRESS CITY ZIP CODE

FIELD INSTRUCTOR (M.S.W.) PHONE E MAIL ADDRESS

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

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 OR PLAN

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

Agency Overview:

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

Goal: To acquire foundation knowledge and skills for multi systems social work practice utilizing diversity awareness, an empowerment perspective and principles of social justice. The first semester field placement will include the activities/assignments listed below in three areas: professional development; social work practice; and, evaluation of practice.

| PROFESSIONAL DEVELOPMENT |
|---|
| 1. Participate actively and responsibly in weekly supervision, taking responsibility to articulate learning needs and being open to the learning process. [EPAS 2.1.1, PB 2] (learning theory) |
| 2. Discuss in supervision key social work roles and professional boundaries. Keep a behavioral log for one month outlining social work roles in which you engage and boundary issues that arise. [EPAS 2.1.1, PB 1 & PB 4] (conflict theory) |
| 3. Attend a local chapter meeting of NASW or other social work related professional organization. Discuss your observations in supervision. [EPAS 2.1.1, PB 3] (empowerment theory) |
| 4. Interview a minimum of three professional staff in your agency that are ethnically/culturally different from self to understand the influence of their cultural perspective on professional practice. [EPAS 2.1.2, PB 2; EPAS 2.1.4, PB 3] (conflict theory, empowerment theory) |
| 5. Conduct an ethics audit of the field placement agency based on Reamer's model presented in SWRK 220. [EPAS 2.1.2, PB 1] (systems theory, conflict theory) |
| 6. Other Activities/Assignments: |

MULTI SYSTEMS SOCIAL WORK PRACTICE

1. Complete a minimum of 2 bio psycho social assessments that incorporate the strengths perspective, a developmental theory, and one alternative theory. [EPAS 2.1.3, PB 1] (systems theory, empowerment theory)
2. Complete a minimum of 2 culturally relevant service plans and discuss the theoretical justification for the plan. (empowerment theory, conflict theory)
3. Complete 2 process recordings to evaluate foundation helping skills and identify barriers at each system level. (learning theory, conflict theory)
4. Provide social work services to a minimum of 3 individual clients/consumers, at least one of whom is culturally different from self. (systems, empowerment, learning and conflict theories)
5. Construct a family genogram for an individual client/consumer. (systems theory)
6. Complete an initial organizational description and assessment of the placement agency utilizing the guidelines from SWRK 220. (systems theory, conflict theory)
7. Conduct one ethnographic interview utilizing the guidelines from SWRK 220. [EPAS 2.1.4, PB 1; EPAS 2.1.10(c), PB 1] (systems theory, empowerment theory, learning theory)
8. Observe the dynamics of a group meeting in the placement agency using the information in SWRK 220 and discuss your findings in supervision. (empowerment theory, conflict theory)
9. Visit community agencies relevant to the internship setting. (systems theory)
10. Attend an interagency or external meeting in which the placement agency is linked to the larger community. (systems theory, conflict theory)
11. Complete at least one report writing assignment from each of the following categories: e mail; meeting minutes; case notes/narratives. (empowerment theory, learning theory)
12. Other Activities / Assignments:

EVALUATION OF PRACTICE

1. Conduct a review of the literature to identify at least 2 potential interventions for a problem/target issue. Discuss in supervision the theoretical rationale and empirical evidence for each intervention. Include considerations of diversity/culture. [EPAS 2.1.3, PB 3] (learning theory, conflict theory, empowerment theory)
2. Using an ethnographic approach, explore the cultural meaning(s) of the problem(s)/target issue(s) that one client/consumer brings to you. (empowerment theory, learning theory)
3. Evaluate your practice in advocating for effective delivery of services to clients. Include consideration of barriers, access and the concepts of cultural diversity, oppression, social justice and empowerment. [EPAS 2.1.5, PB 1; EPAS 2.1.9, PB 2] (empowerment theory, conflict theory)
4. Other Activities/Assignments

The Agency Agrees to Provide:

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

Field Instructor Initials:

SWRK 281 (Spring) Learning Agreement



Social Work Education

SWRK 281 LEARNING AGREEMENT Spring Semester

STUDENT INFORMATION

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

AGENCY INFORMATION

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

SIGNATURES

STUDENT SIGNATURE _____ DATE _____

M.S.W. FIELD INSTRUCTOR SIGNATURE _____ DATE _____

FACULTY LIAISON SIGNATURE _____ DATE _____

FIELD COORDINATOR SIGNATURE _____ DATE _____

FIELD SUPERVISION

DAY AND TIME OF SUPERVISION

FORMAT (MINIMUM REQUIREMENT - 1 HOUR PER INDIVIDUAL)

NAME OF BACKUP – EMERGENCY SUPERVISOR OR PLAN

RESPONSIBILITY FOR PREPARATION OF SUPERVISION AGENDA

AGENCY OVERVIEW

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

Goal: To acquire foundation knowledge and skills for multi systems social work practice utilizing diversity awareness, an empowerment perspective and principles of social justice. The second semester field placement will include the activities/assignments listed below in three areas: professional development; social work practice; and, evaluation of practice.

PROFESSIONAL DEVELOPMENT

1. Participate actively and responsibly in weekly supervision, taking responsibility to articulate learning needs and being open to the learning process. [EPAS 2.1.1, PB 2] (learning theory)
2. Discuss in supervision how the “professional use of self” and professional boundaries have impacted the helping process in at least two of your learning experiences. [EPAS 2.1.1, PB 4] (empowerment theory, learning theory)
3. Participate in a multidisciplinary meeting in the agency or community.
Discuss the role of the social worker and strategies for effective participation. [EPAS 2.1.1, PB 3] (systems theory, empowerment theory)
4. Prepare and present for discussion either in supervision, or in consultation with other staff, an analysis of an ethical issue raised in one of your practice assignments. (empowerment theory, conflict theory)
5. Identify sensitive issues that arise from your cultural background and create barriers to service delivery for you. Discuss these in supervision and in a minimum of two journal entries. [EPAS 2.1.4, PB 2] (empowerment theory, conflict theory)
6. Other Activities/Assignments:

MULTI SYSTEMS SOCIAL WORK PRACTICE

1. Complete a minimum of 2 foundation multi-dimensional assessments utilizing 2 different assessment models from SWRK 221 (DSM IV TR, P-I-E, etc.) [EPAS 2.1.7, PB 1; EPAS 2.1.10 (b), PB 1] (systems theory)
2. Complete a minimum of 2 culturally relevant service plans and discuss the theoretical justification for the plan. [EPAS 2.1.4, PB 3; EPAS 2.1.10 (a & b), PB 2] (conflict, empowerment, learning and systems theory)
3. Complete an assessment of the organizational structure of the field placement agency as it relates to client access to services. [EPAS 2.1.5, PB 2; EPAS 2.1.8, PB 1; EPAS 2.1.9, PB 1] (systems theory, conflict theory)
4. Complete an intervention plan to address 2 identified problems from the organizational assessment regarding client access to services. [EPAS 2.1.8, PB 3] (empowerment theory, conflict theory)
5. Complete 2 process recordings to evaluate progression of foundation helping skills and ability to manage barriers to intervention. (learning theory, conflict theory)
6. Provide foundation social work services to a minimum of 3 individual clients/consumers using selected theoretical frameworks and practice skills from SWRK 221. [EPAS 2.1.10 (c), PB 1 & 2]
Note: At least one client/consumer is culturally different from self. (systems, empowerment, learning and conflict theories)
7. Provide foundation social work services to a minimum of 2 families using selected theoretical frameworks and practice skills from SWRK 221. [EPAS 2.1.7, PB 2] (systems theory, empowerment theory)
8. Complete one of the following: community mapping, or a community genogram using the knowledge base and practice guidelines from SWRK 221. (systems theory)
9. Complete a foundation level group experience by observing a group or facilitating a psycho educational or task oriented group. (systems, empowerment and learning theories)
10. Complete at least one verbal and/or written assignment from each of the following categories: consultation; case staffing; case notes/narratives; agency memo; meeting agenda and minutes; policy recommendation. [EPAS 2.1.3 PB 2] (empowerment theory, learning theory)
11. Other Activities/Assignments:

EVALUATION OF PRACTICE

1. Conduct a brief review of the literature to identify potential interventions and supporting evidence for effectively addressing a problem/target issue. In supervision, explain your rationale for intervention and include cultural considerations. [EPAS 2.1.6, PB 2] (learning theory, systems theory, conflict theory)
2. Conduct an evaluation of your practice with a client system using a single system design. Provide a brief discussion of your plan, target(s), measures, findings and conclusions. [EPAS 2.1.6, PB 1] (systems theory, learning theory)
3. Conduct an evaluation of change through analysis of a client narrative and/or your process recording. [2.1.10 (d), PB1] (systems theory, empowerment theory, learning theory)
4. Conduct a needs assessment, or a formative or summative assessment, of a specific program or policy in your field placement agency. [EPAS 2.1.8, PB 2] (systems theory, learning theory)
5. Other Activities/Assignments

The Agency Agrees to Provide:

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

Field Instructor Initials:

Concurrent Practice Assignments from SRWK 220 (Fall)

1. SWRK 280 Outline for Ethics Audit [EPAS 2.1.2, PB 1]

Read the article on the social work ethics audit (Reamer, 2000) that is listed in the SWRK 220 syllabus and posted on the DSWE website under SWRK 280 Concurrent Field Assignments. In this article, the following key areas of risk assessment are outlined:

- client rights
- confidentiality and privacy
- informed consent
- service delivery
- boundary issues
- conflicts of interest
- documentation
- defamation of character
- supervision
- training
- consultation
- referral
- fraud
- termination of services
- practitioner impairment

Using these areas outlined by Reamer, work with your supervisor to conduct an “ethics audit” in your own internship agency. Understand that there may be some areas/issues that might be awkward to address or even off-limits. If so, explain why these areas are sensitive in this system. Provide a written summary for your supervisor/agency that identifies:

1. Areas of strength.
2. Areas of concern.
3. Prioritize areas of concern by the degree of “risk” (seriousness of ethical issue or balance of competing issues).
4. Propose ways to address (improve or correct) the areas of concern; if there is reason to allow the risk (i.e., a competing ethical demand) explain your thinking.
5. Share this document in SWRK 220 and/or with your faculty liaison.

References

Reamer, F. G. (2000). The social work ethics audit: A risk-management strategy. *Social Work, 45*, 355-366.

NASW Code of Ethics

2. SWRK 280 Organizational Assessment Guidelines: Getting to know your Agency

Developing clarity about the social work role and purpose in your field placement agency setting requires understanding how your agency functions. It is helpful to gather information from many different sources in your process of learning about your agency (e.g., other students, staff, field faculty, agency literature, etc.). You may want to speak with other professionals within the agency as a way to gather the needed information. The process of gathering and assessing this information, as well as discussing it in supervision, is one of the required assignments in the SWRK 280 learning agreement. Be sure to refer to SWRK 220 content on macro practice/practice with organizations and content from the Netting et. Al (2012) text. The formal write-up of the assessment may be one of your class assignments for SWRK 220, but the task of gathering and discussing this information is a field assignment.

I. Name of agency:

II. Type of Field of Practice (e.g., mental health, health, family and children's services, corrections/forensic, etc.):

III. Describe the following:

- Brief description of the agency setting, (e.g., hospital, rural/urban, department of adoptions, child protective services, etc.)
- Organizational Auspices: Is the organization a public agency, a nonprofit organization, or a for-profit (private business) organization
- Location
- Service Area: Does the agency serve the surrounding community, a portion of a city or town, the entire city or town, the county, or an entire region.
- Access to public transportation, parking, etc.
- Ambience of the reception area

IV. Describe the following:

- What is the philosophy of the agency?
- What assumptions does it hold regarding their client population?
- What values are reflected in the services to clients in the agency?

V. Describe the following about the agency purpose:

- What are the agency's specific, identified goals and objectives?

- What is the mission statement?
- Is this information readily available?
- In what form is it available (e.g., brochure, policy manual)?
- If it is not available, what did you do to gather the needed information?
- What is the role of social workers in this agency?

VI. Describe the following regarding services:

- What services are provided to what populations (identify)?
- What geographical areas are served?
- How services are provided (e.g., free for eligible applicants; fee for service, sliding scale fee)?
- Describe service accessibility and availability to culturally diverse clients/consumers.

3. SWRK 280 Field Assignment on Ethnographic Interviewing [EPAS 2.1.4, PB 1 & EPAS 2.1.10 Z (c), PB 1]

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

Conduct one ethnographic interview with a client, referring to resource material from SWRK 220 (course content and Hepworth et. al. text) and the following guidelines:

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

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

4. SWRK 280 Guidelines for Observing the Dynamic of a Group Meeting

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

In your analysis address the following questions:

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

Concurrent Practice Assignments from SWRK 221 (Spring)

1. **SWRK 281 Field Assignment on Multi-Dimensional Assessment** [EPAS 2.1.7, PB 1 & EPAS 2.1.10 (b), PB 1]

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

Goal: Foundation skill in applying assessment tools with clients

DSM-5

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

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

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

6. Describe in writing at least one macro policy/agency administrative issue related to this assessment.
7. Discuss with your supervisor.

2. SWRK 281 Assessment of Organizational Structure and Client Access to Service [EPAS 2.1.5, PB 2; 2.1.8, PB 1 & EPAS 2.1.9, PB 1]

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

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

3. SWRK 281 Field Assignment: Providing Foundation Social Work Services to Individuals from Selected Theoretical Frameworks

Provide foundation social work services to a minimum of 3 individual clients/consumers using selected theoretical frameworks and practice skills from SWRK 221.

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

1. Select from the following theoretical approaches: systems; strengths/empowerment; learning theories, (i.e. psychodynamic/attachment; social learning theory) cognitive behavioral; conflict theory.
2. After discussing with your supervisor, and utilizing material from SWRK 221, plan the use of three of these theoretical models of practice with selected individual clients.
3. Write up the results of your intervention, including the following:
 - a. Your rationale for the appropriate use of the particular theoretical orientation with the particular client (match between client's problems and needs and theory selected).
 - b. Your experience with use of theory in practice, and client's response.
 - c. Your assessment of the strengths and weaknesses of this approach for the client.
 - d. Your goals for further professional growth in application of theory to practice.
4. Discuss with your supervisor.

4. SWRK 281 Field Assignment: Providing Foundation Social Work Services to Families

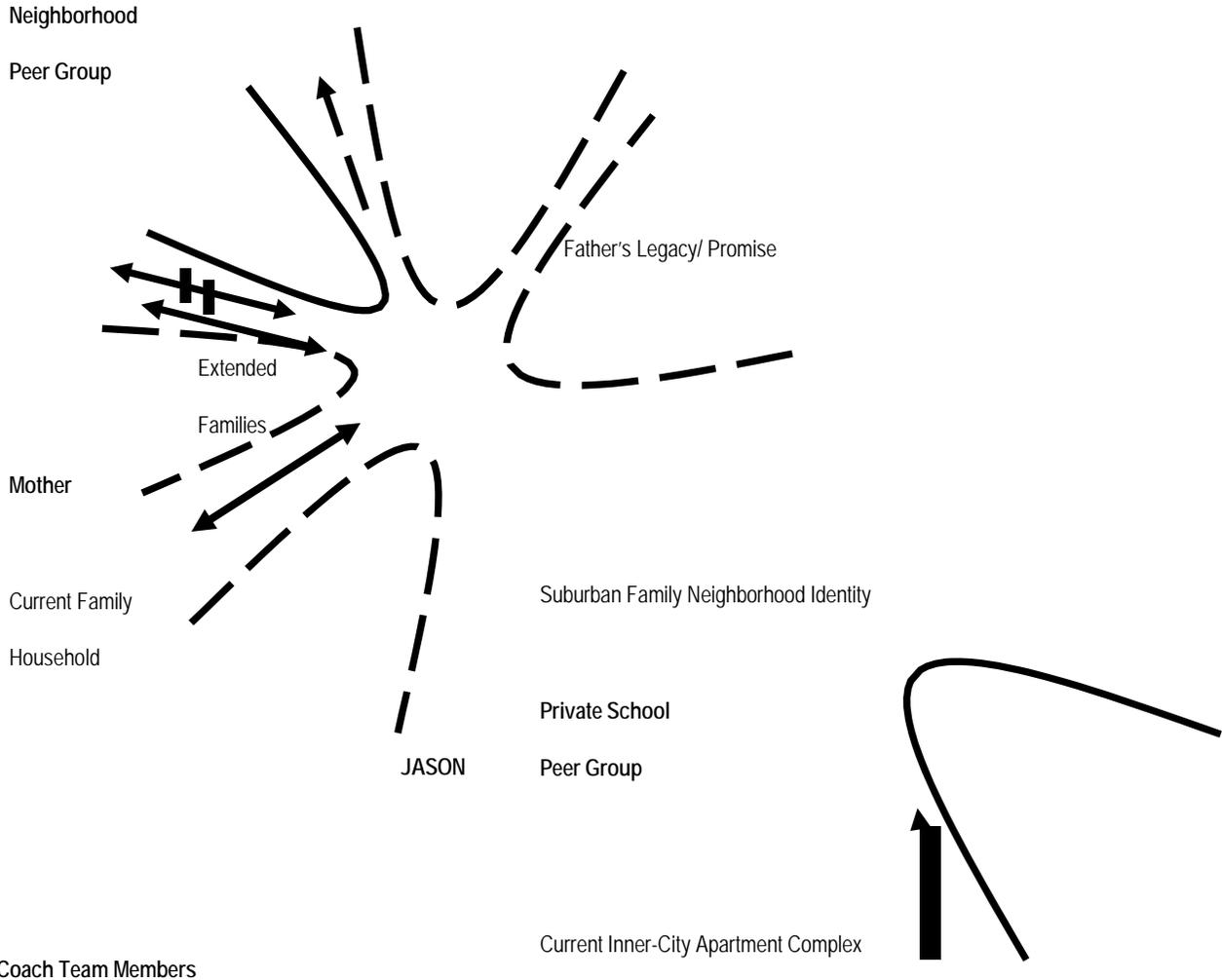
Provide foundation social work services to a minimum of 2 families, using selected theoretical frameworks and practice skills from SWRK 221.

Goal: Foundation practice in linking theory to practice with families.

1. Select from the following theoretical approaches: systems; strengths/empowerment; learning theories (i.e. social learning); cognitive behavioral, psychodynamic/attachment; multi-systemic family therapy; and culture-specific approaches.
2. After discussing with your supervisor, and utilizing material from SWRK 221, plan the use of two of these theoretical models of practice with selected families.
3. Write up the results of your intervention, including the following:
 - a. Your rationale for the appropriate use of the particular theoretical orientation with the particular family (match between family's problems and needs and theory selected).
 - b. Your experience with use of theory in practice, and family's response.
 - c. Your assessment of the strengths and weaknesses of this approach for the family.
 - d. Your goals for further professional growth in application of theory to practice.
4. Discuss with your supervisor.

5. SWRK 281 Community Mapping Assignment

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

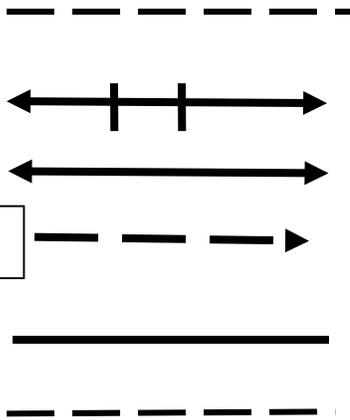


Coach Team Members

Current Urban
Peer Group

Multicultural Community Peer Group

Symbol Key



| | |
|--|-----------------------------|
| | Rigid Boundary |
| | Open Boundary |
| | Diffuse Boundary |
| | Conflictual Relationship |
| | Affiliation |
| | Unidirectional Relationship |

1. Place client/constituent in the circle; represent the self anyway that client/constituent chooses. Examples of different types of representation might be:

- [Name]
- Me
- I/We (sense of feeling connected v. isolated, e.g. in past, present, socially)
- Low self esteem
- Senior Adult
- Young Adult
- Adolescent
- Establishing New Identity
- Survivor
- Immigrant
- Determined, optimistic, hopeful

2. Write in facets of community such as family ties, add any other persons, groups, ideas, that are important or influential in his/her life (e.g., employment, neighbors, school, mentor). Examples include:

- Friends, Former friends
- Financial difficulties
- Children, e.g., youngest daughter
- Children, living at a distance
- Therapist (physical, mental, rehab), physician
- Family legacies and dynamics
- Religious affiliation
- Coach/Team members
- Classmates
- Father's legacy/Mother's legacy
- Childhood neighborhood
- Spouse
- Parents' divorce/separation
- Threats or history of violence and/or abuse
- Literature
- Music
- Art
- Exercise

3. Draw lines to connect those groups or individuals; choose different kinds of lines to demonstrate the unique kinds of relationships as depicted below:

- If your relationship is primarily unidirectional, insert arrows to indicate the direction of influence

- Add significant events, influences, ideas in his/her life. For example, it could be a family member's illness, feeling different in the community (e.g., the only Latina, Asian, African American), significant ideas/experiences in childhood.

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

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

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

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.

Evaluations of Student Performance

Mid-semester and end of semester evaluation of student performance and learning represent a significant part of field instructed practice.

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

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

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

Guidelines for Evaluation of MSW Student Performance

Guidelines for Evaluation of MSW Student Performance in Field

Evaluations of student performance in field is required at the mid-term and end of each semester. Completion for a fair, balanced and meaningful evaluation is an important aspect of the field instructor and agency supervision role. The following guidelines are provided to support you in carrying out your evaluation role in the professional socialization and training of the intern(s) you supervise.

Mid-Term Evaluations

1. All assignments in the learning agreement are required to be completed and evaluated by the end of the semester.
2. The mid-term is a check-in regarding learning progress at the mid-point of the semester. All assignments are not expected to be completed.
3. The code **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 rating of NI with detailed comments in the narrative section of the evaluation. The faculty liaison will initiate a correction action plan to address performance concerns.

Final Semester Evaluations

1. Evaluations of performance at the end of the semester is rated on a scale of 1-5.
2. The expectation for evaluation is that an MSW student who is performing as expected is rated as a 3, Satisfactory.
3. 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.)

MSW1- SWRK 280 Final Evaluation

- 1 **Unsatisfactory**, unable to complete the activity at a minimal level.
- 2 **Below Average**, marginally satisfactory performance requiring direction more typical of a BA student.
- 3 **Satisfactory**, performance and need for direction consistent with beginning MSW student knowledge and skills.
- 4 **Above Average**, performance demonstrates above average integration of concepts and skills and requires minimal to moderate direction.
- 5 **Exemplary**, performance demonstrates advanced integration of concepts and skills and independence in performance of learning activities.

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

SWRK 280 (Fall) Mid-Term Evaluation of Student Performance



Social Work Education

SWRK 280

Fall Mid-Term Evaluation of Student Performance

Student Name _____

Date: _____

Agency: _____

Field Instructor: _____

Faculty Liaison: _____

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

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

COM Completion (with date)

SP Satisfactory Progress

NI Needs Improvement

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

NA 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 Development | Evaluation of Progress |
|---|------------------------|
| 1. Participate actively and responsibly in weekly supervision and demonstrate ability to be open to learning. [EPAS 2.1.1, PB 2] (learning theory) | |
| 2. Discuss in supervision key social work roles and professional boundaries. Keeps a behavioral log for one month outlining social work roles in which you engage and boundary issues that arise. [EPAS 2.1.1, PB 1 & PB 4] (conflict theory) | |
| 3. Attend a local chapter meeting of NASW or other Social Work related professional organization. Discuss your observations in supervision. [EPAS 2.1.1, PB 3] (empowerment theory) | |
| 4. Interview a minimum of three professional staff in your agency that is ethnically/culturally different from self to understand the influence of their cultural perspective on professional practice. [EPAS 2.1.2, PB 2 & EPAS 2.1.4, PB 3] (conflict theory, empowerment theory) | |
| 5. Conduct an ethics audit of the field placement agency based on Reamer's model presented in SWRK 220. [EPAS 2.1.2, PB 1] (systems theory, conflict theory) | |

| Professional Development continued | Evaluation of Progress |
|--|------------------------|
| 6. Other Activities/Assignments: | |
| Multi Systems Social Work Practice | Evaluation of Progress |
| 1. Complete a minimum of 2 bio psycho social assessments that incorporate the strengths perspective, a developmental theory, and one alternative theory. [EPAS 2.1.3, PB 1] (systems theory, empowerment theory) | |
| 2. Complete a minimum of 2 culturally relevant service plans. (Empowerment theory, conflict theory) | |
| 3. Complete 2 process recordings to evaluate foundation helping skills and identify barriers at each system level. (learning theory) | |
| 4. Provide social work services to a minimum of 3 individual clients/consumers, at least one of whom is culturally different from self. (systems, empowerment, learning and conflict theories) | |
| 5. Construct a family genogram for an individual client/consumer. (systems theory) | |
| 6. Complete an initial organizational description and assessment of the placement agency utilizing the guidelines from SWRK 220. (systems theory, conflict theory) | |
| 7. Conduct one ethnographic interview utilizing the guidelines from SWRK 220. [EPAS 2.1.4, PB 1 & EPAS 2.1.10 (c), PB 1] (systems theory, empowerment theory, learning theory) | |
| 8. Observe the dynamics of a group meeting in the placement agency using the information in SWRK 220 and discuss your findings in supervision. (empowerment theory, conflict theory) | |
| 9. Visit community agencies relevant to the internship setting. (systems theory) | |
| 10. Attend an interagency or external meeting in which the placement agency is linked to the larger community. (systems theory, conflict theory) | |

| 11. Complete at least one report writing assignment from each of the following categories: e mail; meeting minutes; case notes/narratives. (empowerment theory, learning theory) | |
|--|------------------------|
| 12. Additional Activities / Activities: | |
| Evaluation of Practice | Evaluation of Progress |
| 1. Conduct a review of the literature to identify at least 2 potential interventions for a problem/target issue. Discuss in supervision the theoretical rationale and empirical evidence for each intervention. Include considerations of diversity/culture. [EPAS 2.1.3, PB 3] (learning theory, conflict theory, empowerment theory) | |
| 2. Using an ethnographic approach, explore the cultural meaning(s) of the problem(s)/target issue(s) that one client/consumer brings to you. (empowerment theory, learning theory) | |
| 3. Evaluate your practice in advocating for effective delivery of services to clients. Include consideration of barriers, access and the concepts of cultural diversity, oppression, social justice and empowerment. [EPAS 2.1.5, PB 1 & EPAS 2.1.7, PB 2] (empowerment theory, conflict theory) | |
| 4. Other Activities/Assignments | |

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

Faculty Liaison Signature Date

Field Coordinator Signature Date

SWRK 280 (Fall) Semester Final Evaluation of Student Performance



Social Work Education

SWRK 280 Field Instructed Practice
Fall Semester Evaluation of Student Performance

Student Name

Date

Agency

Field Instructor

Faculty Liaison

Number of Hours Completed: _____ (200 Hours required for Credit)

Instructions: Using the following scale, please write the number that best describes the student's performance in completing the required and additional activities outlined in the SWRK 280 Learning Agreement. Your general frame of reference is performance of a first-year MSW student.

Important Notes:

MSW Students are required to perform at a satisfactory or above level in 15 or more of the activities evaluated (80%).

Please provide specific comments to justify all ratings below Satisfactory.

Five (5) or more ratings of Below Average and/or Unsatisfactory (below 80% satisfactory performance) may result in a grade of No Credit.

- 1 **Unsatisfactory**, unable to complete the activity at a minimal level.
- 2 **Below Average**, marginally satisfactory performance requiring direction more typical of a BA student.
- 3 **Satisfactory**, performance and need for direction consistent with beginning MSW student Knowledge and skills.
- 4 **Above Average**, performance demonstrates above average integration of concepts and skills and requires minimal to moderate direction.
- 5 **Exemplary**, performance demonstrates advanced integration of concepts and skills and independence in performance of learning activities.

| Professional Development | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Participates actively and responsibly in weekly supervision, taking responsibility to articulate learning needs and being open to the learning process. [EPAS 2.1.1, PB 2] | | | | | |
| <i>Comments:</i> | | | | | |

| Professional Development continued... | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 2. Demonstrates understanding of key social work roles and professional boundaries via a behavioral log for one month outlining social work roles in which you engaged and boundary issues that arose. [EPAS 2.1.1, PB 1 & PB 4] | | | | | |
| <i>Comments:</i> | | | | | |
| 3. Attended a local chapter meeting of NASW or other social work related professional organization and discussed observations in supervision. [EPAS 2.1.1, PB 3] | | | | | |
| <i>Comments:</i> | | | | | |
| 4. Interviewed a minimum of three professional staff in the agency that are ethnically/culturally different from self to understand the influence of their cultural perspective on professional practice. [EPAS 2.1.2, PB 2 & EPAS 2.1.4, PB 3] | | | | | |
| <i>Comments:</i> | | | | | |
| 5. Conducted an ethics audit of the field placement agency based on Reamer's model presented in SWRK 220. [EPAS 2.1.2, PB 1] | | | | | |
| <i>Comments:</i> | | | | | |
| 6. Other Activities/Assignments (please specify activity). | | | | | |
| <i>Comments:</i> | | | | | |

| Multi Systems Social Work Practice | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Completed a minimum of 2 bio psycho social assessments incorporating the strengths perspective, a developmental theory, and one alternative theory. [EPAS 2.1.3, PB 1] | | | | | |
| <i>Comments:</i> | | | | | |
| 2. Completed a minimum of 2 culturally relevant service plans and presented sufficient theoretical justification for these plans. | | | | | |
| <i>Comments:</i> | | | | | |
| 3. Completed 2 process recordings to evaluate foundation helping skills and identify barriers at each system level. | | | | | |
| <i>Comments:</i> | | | | | |
| 4. Provided social work services to a minimum of 3 individual clients/consumers, at least one of whom is culturally different from self. | | | | | |
| <i>Comments:</i> | | | | | |
| 5. Constructed a family genogram for an individual client/consumer. | | | | | |
| <i>Comments:</i> | | | | | |

| Multi Systems Social Work Practice continued... | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 6. Completed an initial organizational description and assessment of the placement agency utilizing the guideline from SWRK 220. | | | | | |
| <i>Comments:</i> | | | | | |
| 7. Conducted one ethnographic interview utilizing the guidelines from SWRK 220. [EPAS 2.1.4, PB 1 & EPAS 2.1.10 (c), PB 1] | | | | | |
| <i>Comments:</i> | | | | | |
| 8. Observed the dynamics of a group meeting in the placement agency using information in SWRK 220 and discussed findings in supervision. | | | | | |
| <i>Comments:</i> | | | | | |
| 9. Visited community agencies relevant to the internship setting. | | | | | |
| <i>Comments:</i> | | | | | |
| 10. Attended an interagency or external meeting in which the placement agency is linked to the larger community. | | | | | |
| <i>Comments:</i> | | | | | |
| Multi Systems Social Work Practice continued... | 1 | 2 | 3 | 4 | 5 |
| 11. Completed at least one report writing assignment from each of the following categories: e mail; meeting minutes; case notes/narratives. | | | | | |
| <i>Comments:</i> | | | | | |

| | | | | | |
|---|----------|----------|----------|----------|----------|
| 12. Other Activities: (please specify the activity) | | | | | |
| <i>Comments:</i> | | | | | |
| Evaluation of Practice | 1 | 2 | 3 | 4 | 5 |
| 1. Conducted a review of the literature to identify at least 2 potential interventions for a problem/target issue including consideration of diversity/culture. Discussed in supervision the theoretical rationale and empirical evidence for each intervention. [EPAS 2.1.3, PB 3] | | | | | |
| <i>Comments:</i> | | | | | |
| 2. Using an ethnographic approach, explored the cultural meaning(s) of the problem(s)/target issue(s) that one client/consumer brought to you. | | | | | |
| <i>Comments:</i> | | | | | |
| 3. Evaluated his/her practice in advocating for effective delivery of services to clients. Included consideration of barriers, access and the concepts of cultural diversity, oppression, social justice and empowerment. [EPAS 2.1.5, PB 1 & EPAS 2.1.7, PB 2] | | | | | |
| <i>Comments:</i> | | | | | |

| Evaluation of Practice continued... | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 2. Other Activities (please specify the activity): | | | | | |
| <i>Comments:</i> | | | | | |

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

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

| Student Evaluation of Field Instructor | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. I am being assigned practice experience I need to complete assignments related to field placement. | | | | | |
| <i>Comments:</i> | | | | | |
| 2. I meet with my Field Instructor for supervision for one hour each week. | | | | | |
| <i>Comments:</i> | | | | | |
| 3. My field instructor discusses and resolves differences of opinion, value orientations and professional interventions with me in an open manner. | | | | | |
| <i>Comments:</i> | | | | | |
| 4. My faculty liaison has met with me and is responsive to field placement needs, questions and concerns. | | | | | |
| <i>Comments:</i> | | | | | |

Additional Comments:

Read and Agree
Read and Accept with Reservations
Read and Disagree

Student Signature Date

Field Instructor Signature Date

Faculty Liaison Signature Date

Field Coordinator Signature Date

SWRK 281 (Spring) Mid-Term Evaluation of Student Performance



Social Work Education

SWRK 281

Mid-Term Evaluation of Student Performance

Student Name _____

Date: _____

Agency: _____

Field Instructor: _____

Faculty Liaison: _____

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

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

- COM Completion (with date)
- SP Satisfactory Progress
- NI Needs Improvement

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

- NA 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 Development | Evaluation of Progress |
|---|------------------------|
| 1. Participate actively and responsibly in weekly supervision, taking responsibility to articulate learning needs and being open to the learning process. [EPAS 2.1.1, PB 2] | |
| 2. Discuss in supervision how the "professional use of self" and professional boundaries have impacted the helping process in at least two of your learning experiences. [EPAS 2.1.1, PB 4] | |
| 3. Participate in a multi-disciplinary meeting in the agency or community. Discuss the role of the social worker and strategies for effective participation. [EPAS 2.1.1, PB 3] | |
| 4. Prepare and present for discussion either in supervision or in consultation with other staff, an analysis of an ethical issue raised in one of your practice assignments. | |
| 5. Identify sensitive issues that arise from your cultural background and create barriers to service delivery for you. Discuss these in supervision and in a minimum of two journal entries. [EPAS 2.1.4, PB 2] | |

| Professional Development | Evaluation of Progress |
|---|------------------------|
| 6. Other Activities/Assignments: | |
| Multi Systems Social Work Practice | Evaluation of Progress |
| 1. Complete a minimum of 2 foundation multi-dimensional assessments utilizing 2 different assessment models from SWRK 221 (DSM-5, P- I-E, etc.) [EPAS 2.1.7, PB 1 & EPAS 2.1.10 (b), PB 1] | |
| 2. Complete a minimum of 2 culturally relevant service plans and discuss the theoretical justification for the plan. [EPAS 2.1.4, PB 3 & EPAS 2.1.10 (a & b), PB 2] | |
| 3. Complete an assessment of the organizational structure of the field placement agency as it relates to client access to services. [EPAS 2.1.5, PB 2 & EPAS 2.1.8, PB 1 & EPAS 2.1.9, PB 1] | |
| 4. Complete an intervention plan to address 2 identified problems from the organizational assessment regarding client access to services. [EPAS 2.1.8, PB 3] | |
| 5. Complete 2 process recordings to evaluate progression of foundation helping skills and ability to manage barriers to intervention. | |
| 6. Provide foundation social work services to a minimum of 3 individual clients/consumers using selected theoretical frameworks and practice skills from SWRK 221. Note: At least one client/consumer is culturally different from self. [EPAS 2.1.10 (c), PB 1 & 2] | |
| 7. Provide foundation social work services to a minimum of 2 families using selected theoretical frameworks and practice skills from SWRK 221. [EPAS 2.1.7, PB 2] | |
| 8. Complete one of the following: community mapping, or a community genogram using the knowledge base and practice guidelines from SWRK 221. | |
| 9. Complete a foundation level group experience by observing a group or facilitating a psycho educational or task oriented group | |
| 10. Complete at least one verbal and/or written assignment from each of the following categories: consultation; case staffing; case notes/narratives; agency memo; meeting agenda and minutes; policy recommendation. [EPAS 2.1.3, PB 2] | |

| 11. Other Activities/Assignments | |
|--|------------------------|
| Evaluation of Practice | Evaluation of Progress |
| 1. Conduct a brief review of the literature to identify potential interventions and supporting evidence for effectively addressing a problem/target issue. In supervision, explain your rationale for intervention and include cultural considerations. [EPAS 2.1.6, PB 2] | |
| 2. Conduct an evaluation of your practice with a client system using a single system design. Provide a brief discussion of your plan, target(s), measures, findings and conclusions. [EPAS 2.1.6, PB 1] | |
| 3. Conduct an evaluation of change through analysis of a client narrative and/or your process recording/analysis. [EPAS 2.1.10 (d), PB 1] | |
| 4. Conduct a needs assessment, or a formative or summative assessment, of a specific program or policy in your field placement agency. [EPAS 2.1.8, PB 2] | |
| 5. Other Activities/Assignments | |

SWRK 281 (Spring) Final Evaluation of Student Performance



**SWRK 281 Field Instructed Practice
Semester Evaluation of Student Performance**

Student Name _____ Date _____

Agency _____

Field Instructor _____

Faculty Liaison _____

Number of Hours Completed: _____ (200 Hours required for Credit)

Instructions: Using the following scale, please write the number that best describes the student’s performance in completing the required and additional activities outlined in the SWRK 281 Learning Agreement. Your general frame of reference is performance of a first-year MSW student.

Important Notes:

MSW Students are required to perform at a satisfactory or above level in 15 or more of the activities evaluated (80%).

Please provide specific comments to justify all ratings below Satisfactory.

Five (5) or more ratings of Below Average and/or Unsatisfactory (below 80% satisfactory performance) may result in a grade of No Credit.

- 1 **Unsatisfactory**, unable to complete the activity at a minimal level.
- 2 **Below Average**, marginally satisfactory performance requiring direction more typical of a BA student.
- 3 **Satisfactory**, performance and need for direction consistent with beginning MSW student knowledge and skills.
- 4 **Above Average**, performance demonstrates above average integration of concepts and skills and requires minimal to moderate direction.
- 5 **Exemplary**, performance demonstrates advanced integration of concepts and skills and independence in performance of learning activities.

| Professional Development | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Participates actively and responsibly in weekly supervision, taking responsibility to articulate learning needs and being open to the learning process. [EPAS 2.1.1, PB 2] | | | | | |
| <i>Comments:</i> | | | | | |

| Professional Development continued... | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 2. Demonstrates understanding of “professional use of self” and how professional boundaries have impacted the helping process in at least 2 learning experiences. [EPAS 2.1.1, PB 4] | | | | | |
| <i>Comments:</i> | | | | | |
| 3. Participated in a multidisciplinary meeting in the agency or community and demonstrates understanding of the social worker role in such processes. [EPAS 2.1.1, PB 3] | | | | | |
| <i>Comments:</i> | | | | | |
| 4. Prepared and presented an analysis of an ethical issue raised in a practice assignment and demonstrates appropriate understanding of the issue(s) presented. | | | | | |
| <i>Comments:</i> | | | | | |
| 5. Demonstrates awareness, in supervision and journal entries, of sensitive issues that arise from one’s cultural background and create barriers to service delivery. [EPAS 2.1.4, PB 2] | | | | | |
| <i>Comments:</i> | | | | | |
| 6. Other Activities/Assignments (please specify activity). | | | | | |
| <i>Comments:</i> | | | | | |

| Multi Systems Social Work Practice | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Completed a minimum of 2 foundation, multi-dimensional assessments utilizing 2 different assessment models from SWRK 221 (DSM-5, P-I- E, etc.) [EPAS 2.1.7, PB 1 & EPAS 2.1.10 (b), PB 1] | | | | | |
| <i>Comments:</i> | | | | | |
| 2. Completed a minimum of 2 culturally relevant service plans and presented sufficient theoretical justification for these plans. [EPAS 2.1.4, PB 3 & EPAS 2.1.10 (a & b), PB 2] | | | | | |
| <i>Comments:</i> | | | | | |
| 3. Completed an assessment of the organizational structure of the field placement agency as it relates to client access to services. [EPAS 2.1.5, PB 2; EPAS 2.1.8, PB 1 & EPAS 2.1.9 PB 1] | | | | | |
| <i>Comments:</i> | | | | | |
| 4. Completed an intervention plan to address 2 identified problems from the organizational assessment regarding client access to services. [EPAS 2.1.8, PB 3] | | | | | |
| <i>Comments:</i> | | | | | |
| 5. Completed 2 process recordings and demonstrates appropriate progression of foundation helping skills and ability to manage barriers to intervention. | | | | | |
| <i>Comments:</i> | | | | | |

| Multi Systems Social Work Practice continued... | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 6. Provided foundation social work services to a minimum of 3 individual clients/consumers using selected theoretical frameworks and practice skills from SWRK 221. Note: At least one client/consumer is culturally different from self. [EPAS 2.1.10 (c), PB 1 & PB 2] | | | | | |
| <i>Comments:</i> | | | | | |
| 7. Provided foundation social work services to a minimum of 2 families using selected theoretical frameworks and practice skills from SWRK 221. [EPAS 2.1.7, PB 2] | | | | | |
| <i>Comments:</i> | | | | | |
| 8. Completed one of the following: community mapping; or, a community genogram, using the knowledge base and practice guidelines from SWRK 221. | | | | | |
| <i>Comments:</i> | | | | | |
| 9. Completed a foundation level group experience by observing a group or facilitating a psycho educational or task oriented group. | | | | | |
| <i>Comments:</i> | | | | | |
| 10. Completed at least one verbal and/or written assignment from each of the following categories: consultation; case staffing; case notes/narratives; agency memo; meeting agenda and minutes; policy recommendation. [EPAS 2.1.3, PB 2] | | | | | |
| <i>Comments:</i> | | | | | |

| Multi Systems Social Work Practice continued... | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 11. Other Activities: (please specify the activity) | | | | | |
| <i>Comments:</i> | | | | | |
| Evaluation of Practice | 1 | 2 | 3 | 4 | 5 |
| 1. Conducted a brief review of the literature to identify potential interventions and supporting evidence for effectively addressing a problem/target issue. Discussed in supervision the rationale for intervention and include cultural considerations. [EPAS 2.1.6, PB 2] | | | | | |
| <i>Comments:</i> | | | | | |
| 2. Conducted an evaluation of practice with a client system using a single system design. [EPAS 2.1.6, PB 1] | | | | | |
| <i>Comments:</i> | | | | | |
| 3. Conducted an evaluation of change through analysis of a client narrative and/or process recording. [EPAS 2.1.10 (d), PB 1] | | | | | |
| <i>Comments:</i> | | | | | |
| 4. Conducted a needs assessment, or a formative or summative assessment, of a specific program or policy in field agency. [EPAS 2.1.8, PB 2] | | | | | |
| <i>Comments:</i> | | | | | |

| Evaluation of Practice continued... | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 2. Other Activities (please specify the activity): | | | | | |
| <i>Comments:</i> | | | | | |

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

| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree | | | |
|--|----------|-----------|----------|----------------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | | | |
| Student Evaluation of Field Instructor | | | 1 | 2 | 3 | 4 | 5 |
| 1. I am being assigned practice experience I need to complete assignments related to field placement. | | | | | | | |
| <i>Comments:</i> | | | | | | | |
| 2. I meet with my Field Instructor for supervision for one hour each week. | | | | | | | |
| <i>Comments:</i> | | | | | | | |
| 3. My field instructor discusses and resolves differences of opinion, value orientations and professional interventions with me in an open manner. | | | | | | | |
| <i>Comments:</i> | | | | | | | |
| 4. My faculty liaison has met with me and is responsive to field placement needs, questions and concerns. | | | | | | | |
| <i>Comments:</i> | | | | | | | |

Additional Comments:

Read and Agree

Read and Accept with Reservations

Read and Disagree

Student Signature

Date

Field Instructor Signature

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 4, this documentation is required to afford students their right to due process.**

A corrective action plan can be initiated by the student, the field instructor, and/or the faculty liaison in the event of significant performance issues in field placement. The following situations require a corrective action plan:

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

The faculty liaison is responsible for developing the corrective action plan in consultation with the student, the field instructor, and the Field Coordinator. The plan will be written using the template located in [Section 9](#) as well as on the department website. Once the plan is completed, it will be signed by all parties and monitored by the faculty liaison.

Grading Policies for Field Instructed Practice

SWRK 280 and SWRK 281 are graded on a Credit/No Credit basis. In order to receive a credit grade, students must complete the required hours, complete all required assignments, demonstrate performance at a satisfactory or above level in a minimum of 80% of the performance areas, and submit completed evaluations in a timely manner to the faculty liaison.

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

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

SECTION 8- General Information

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

Graduate Curriculum: Foundation Year (Full Time)

Foundation Year – First Semester

- SWRK 200 Social Welfare Policy I (3)
- SWRK 212 Human Behavior in the Social Environment (3)
- SWRK 220 Social Work Practice I (4)
- SWRK 260 Quantitative Research (3)
- SWRK 280 Foundation Field (2)

15 Units

Foundation Year – Second Semester

- SWRK 203 Social Welfare Policy II (3)
- SWRK 213 HBSE: Cultural Diversity and Oppression (3)
- SWRK 221 Social Work Practice II (4)
- SWRK 261 Qualitative Research (3)
- SWRK 281 Foundation Field (2)

15 Units

Graduate Curriculum: Advanced Year (Full Time)

Advanced Year- First Semester

- SWRK 224 Advanced Practice Individuals (3)
- SWRK 225 Advanced Practice with Groups (3)
- SWRK 246 Advanced Practice with Formal Organizations (2)
- SWRK 282 Advanced Field (3)
- Elective (3)
- SWRK 292 Seminar in Thesis/Project (2)

16 Units

Advanced Year – Second Semester

- SWRK 227 Advanced Social Work Practice with Couples and Families (3)
- SWRK 247 Advanced Practice with Communities (3)
- SWRK 283 Advanced Field (3)
- Elective (3)
- SWRK 298 Project/SWRK 299 Thesis (2/2)

14 Units

CSUF Policy on Academic Adjustments for Students with Disabilities

California State University

SERVICES FOR STUDENTS WITH DISABILITIES (559) 278-2811

Revised 2006, Updated July 2011

SERVICES AND ACCOMMODATION POLICIES AND PROCEDURES

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

In order for the campus and SSD to provide academic accommodations, the student must initiate the request personally with SSD. Any disability-related need that requires the assistance of the professor must be made known to the professor each semester. The professor is not expected to assume or remember the need for accommodations from semester to semester.

INITIATING SERVICES

1. Students who desire academic accommodations provided by SSD must: complete an initial interview, in person, with the Disability Management Specialist (DMS), or the SSD Director; provide appropriate verification of disability; and, if appropriate, participate in additional assessment.
2. Students who are concerned about the presence of learning disabilities (LD) will first make an appointment to meet with a Disability Management Specialist. A brief pre-screening will be completed and the student may be asked to complete a more detailed initial assessment packet and return it to SSD. During an appointment, set up 2-3 days later, a determination will be made regarding the appropriateness of a referral for further assessment. If such a referral is made, a psycho-educational report will be sent to SSD approximately two weeks after testing has been completed. If learning disabilities have been identified, another appointment will be made to complete the process of determining appropriate academic accommodations.
3. All disability verification forms and processes must be completed prior to receiving services from SSD.
4. An Individual Accommodation Plan, IAP, based on the professional verification of disability(s) and Federal and State mandates, will be established with the Disability Management Specialist or the Director and approved by the student in writing. Once the IAP is approved, the accommodation services will be available.
5. To activate requests for classroom accommodations (e.g., notetaking, tape recording, testing, textbooks in alternate format, sign language interpreters, real time captionists, FM device (assistive listening system), students must fill out and turn in a "Schedule Form & Request for Professor Letters" at the SSD front reception desk. On this form, the student lists course information and indicates their request for the appropriate approved accommodations for each course. This form is then used to initiate the preparation of a letter for each of the student's professors that indicates the appropriate accommodations to be provided for each course. It is very important that the student fill out this form completely and accurately to ensure that the professor letters are prepared correctly.

It takes 2-3 days for the professor letters to be prepared and approved by the student's Disability Management Specialist. It is the student's responsibility to check when the letters are ready and deliver them to each professor. SSD does not send the letters to the professors.

CAMPUS REGULATIONS AND ACCOMMODATIONS

1. All students who receive academic or other accommodations through SSD are expected to adhere to the Campus Code of Conduct as well as appropriate campus regulations, policies and deadlines.

ACCOMMODATION SERVICES

Authorizations for all accommodations must be approved by the disability management specialists or the program director.

Academic Advising

1. It is the student's responsibility to receive appropriate academic advising from the Office of Advising (for undergraduates), located on the 2nd floor of the Joyal Building, or their advisor in the department of their academic major.
2. If the student requests, after the student has made the selection of courses with their advisor, the Disability Management Specialist will review the choice of courses with the student to determine their appropriateness to the student's disability-related needs.

Assistive Devices and Equipment:

1. A variety of assistive devices and equipment are available in the SSD office, exam rooms, and in the student computer lab. Equipment includes FM listening systems, day lamps, CCTVs, magnification devices, adjustable height tables, manual wheel chair (emergency use only), wheelchair lapboard, adjustable design board, graphing calculator, and wide book holders. Other equipment may be available based on the referral from the DMS.

Many of these items are available for checkout. Equipment that is checked out must generally be returned on the specified day and in the same condition when checked out. Ask for assistance at the front desk.

New Student Lab Orientation & Individual Training

A primary purpose of lab orientation is to determine the assistive computer technology that would best meet the needs of the individual student and then offer instruction in the use of that technology.

Individual training in the use of Assistive Technology (AT) applications and equipment are arranged with the AT Coordinator by making an appointment at the front desk at least five (5) working days in advance. Please call the SSD office at: 559-278-2811 for an appointment.

AT Student Computer Lab Policies:

1. The SSD student computer lab is available only to students who are registered with California State University, Fresno and are enrolled in the Services for Students with Disabilities Program with an active accommodations plan authorizing use of the AT Student Computer Lab.
2. Students must present their Fresno State Campus ID card to the Lab Technician upon arrival for log-in tracking purposes. Lab Technicians are available to assist students in assistive computer programs

applications, and specific equipment for AT software programs.

Legal and Ethical Issues

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 insure 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). Refer to Section 4, Part C & D for further information.

Guidelines for the Use of Social Media by DSWE Students



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 9 – 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 insure 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 Graduate Field Education Manual.

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

1. I hereby certify that the statements contained in this completed Field Practicum Application and any other information included as part of the application to field are **true and correct**. I agree and understand that any misrepresentation or omission of any material facts on my part may be cause for delay in field placement, and will initiate review by the Field Coordinator.
2. I hereby give permission to the CSUF Department of Social Work Education, and its faculty members, and any of the approved field practicum agencies or field instructors to verify any information contained within this application (including contacting former employees, field practicum's, and/or field instructors).
3. I understand that any information contained in this field application and any pertinent information relating to my professional student role shall be discussed between the DSWE faculty and approved practicum agencies and their representatives.
4. I understand that several field agencies shall request background investigations, fingerprint checks, physical examinations, TB tests, immunization verification, valid CA. driver's license, etc. as requirements for their placement interview and internship placement process.
5. I shall fulfill the responsibilities of the student intern role, be in compliance with all field policies and procedures as outlined in the Graduate Field Manual and the CSUF University Policies and Regulations outlined in the general catalog. This includes but is not limited to:
 - a) I have completed, or will complete by the time I begin my internship, all prerequisites set by DSWE for the field internship. Exception must be approved before I may proceed into the field internship.
 - b) I will not contact agencies on my own to arrange for a field internship experience.
 - c) I understand that I cannot be guaranteed a placement on weekends/evenings and that I will need to make arrangements to participate in my internship for approximately 16 (MSW-1) -21 (MSW2) hours a week.
 - d) I understand that I may be required to commute outside of Fresno city/county for my internship.
 - e) I understand that I shall maintain professional conduct in accordance with the university and the department academic policies and standards (including the N.A.S.W Code of Ethics and professional social work values)
 - f) I understand that I must be enrolled in SWRK 280/281 or SWRK 282/283 (MSW1 or MSW2 field placement respectively)
 - g) I understand that the Department of Social Work Education makes every effort to place all eligible students but cannot guarantee that an agency will agree to provide me with an internship.
6. If the situation arises and I need to terminate the internship prior to fulfilling my commitment, I shall terminate in an appropriate, professional manner as designated by the department and assigned agency. I will provide **written and verbal notice** as required by the department and agency. All leaves of absences need to be discussed and approved by the department chair and the field coordinator. If I fail to follow these procedures, I may not be allowed to return to the social work program.

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

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

Student Signature: _____

Reviewed with 2nd year field application (Initial/Date) Student: _____ **//** _____ **Field Coordinator:** _____ **//** _____

Fresno State Release of Liability Form



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: _____

Application for Internship in Agency of Employment



Social Work Education

Application for Internship in Agency of Employment

MSWI: Due second Friday in June

I. **Identifying Information:**

Student Name: Date:

Field Level: MSWI Academic year of placement:

II. **Present Job Assignment:**

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

- Job 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>

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)

In-Agency Student Employee Agreement



Student Employee Agreement

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

Student Name: _____

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

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

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

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

Student Signature _____ Date _____

Agency Administrator Signature _____ Date _____

Field Coordinator Signature _____ Date _____

Templates and Samples
Corrective Action Plan

| | |
|------------|---------|
| Date Rcvd: | Initial |
|------------|---------|

**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. |

Performance Area

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

1. Professional Development

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

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

2. Multi Systems Social Work Practice

- | | | | |
|---------------------------------|--------------------------|--------------------------|--------------------------|
| a. Practice with Clients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Practice with Staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Practice with Administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

3. Assumption of Professional Responsibility for:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Skill Development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Professional Demeanor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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.

Performance Objectives:

Time Frame:

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Field Instructor Will:

Time Frame:

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |

Faculty Liaison Will:

Time Frame:

| | |
|----|--|
| 1. | |
| 2. | |
| 3. | |

Additional Information:

| |
|--|
| |
|--|

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 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: 10/22/19

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. 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. |

Performance Area

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

1. Professional Development

- | | | | |
|-----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a. Attendance and Time Management | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. Use of Supervision | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Completion of Assignments | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

2. Multi Systems Social Work Practice

- | | | | |
|---------------------------------|-------------------------------------|--------------------------|--------------------------|
| a. Practice with Clients | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Practice with Staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Practice with Administration | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Current Level of Performance

Satisfactory

Marginal

Unsatisfactory

3. Assumption of Professional Responsibility for:

| | | | |
|--------------------------|--------------------------|-------------------------------------|--------------------------|
| a. Skill Development | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b. Assignments | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c. Professional Demeanor | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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 | 11/5/19 |
| 2. Ms. Student will report excused absences by 8:00 AM that day | 11/5/19 |
| 3. Ms. Student will demonstrate appropriate boundaries and professional demeanor in her work with clients and staff. | 11/14/19 |

Field Instructor Will:

Time Frame:

| | |
|---|----------|
| 1. FI will provide one hour of supervision to Ms. Student | 10/15/19 |
| 2. FI will discuss professionalism in supervision | 10/25/19 |
| 3. FI will have student observe her working with clients to model appropriate boundaries and professional demeanor. | 11/5//19 |

Faculty Liaison Will:

| | |
|--|----------|
| 1. Contact FI and student weekly to monitor progress | 10/17/19 |
| 2. Meet with student on campus to reinforce professional socialization | 10/25/19 |
| 3. Meet with FI and student in November to assess progress | 11/14/19 |

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 280
3. Referral to academic advisor for planning.

Next Review Date: **11/14/19**

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: _____

| <i>Date</i> | <i>In</i> | <i>Out</i> | <i>Total Hours</i> |
|-------------|-----------|------------|--------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

| |
|-----------------------------|
| Monthly Total= _____ |
|-----------------------------|

Student Signature: _____ Date: _____

Field Instruction/Agency Supervisor Signature _____ Date _____

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.

Sample Assessment Form

Sample Assessment Form

DIAGNOSTIC ASSESSMENT REPORT

Name _____ Therapist _____

Intake/Assessment Date(s) _____ Report Date _____

1. Purpose of Visit/Current Life Situation (Include duration/frequency of symptoms)

2. History of Current Problem/Development Incidents/Treatment History/Medications, etc.

3. Current Functioning, Symptoms, and Impairments (e.g, occupational, social, emotional)

Strengths _____

Weakness _____

4. Family Mental Health History

Other (Substance abuse, suicidal ideations, court referral, etc.)

Process Recording Format

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

Format:

| Supervisor's Comments | Dialogue | Student's Gut Level Feelings |
|--|---|--|
| In this column, the supervisor enters his comments opposite the material recorded in the dialogue" column. He may point out techniques used by the student, comment on the meaning of a client's response, raise questions for the student to think about suggest alternate responses or techniques, and so forth. | This is where the student records the content of what took place in the interview. | The recorder puts down any feelings he was aware of as the dialogue was taking place. For example, "I felt anxious." |
| EXAMPLE: | | |
| I'm sure your being more comfortable affected the interview positively. | Mrs. B: I got a letter from my husband on Monday and he said to go ahead and file for divorce. | I felt a little more confident than last time. |
| I wonder why the sudden change? | W (Worker): So you are filing for divorce? | I was surprised – Mrs. B. was very willing to talk this time! |
| I'll believe it when I see it! | Mrs. B.: Yeah – I'm going to go ahead and do it. W: Are you planning on filing soon, or are you going to wait a while? | I'm feeling more at ease. |
| I wonder what other feelings she has about | Mrs. B: Pretty soon, I hope I may as well get a | |

| | | |
|---|--|---|
| what's happened? | 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. Sister: The car wouldn't be a problem-we've all got the family car. | |
| 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? Mrs. B: Back in 1973. W: Well, whatever happened? | I feel like I'm getting somewhere-not far, but somewhere. |

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

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

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 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 1 week 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 1 week of your visit.

Thank you!