

Student Field Education Manual



Department of Social Work

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Introduction to Field Education at CSUF

Field education has been identified by the Council on Social Work Education (CSWE) as the signature pedagogy of the profession. Field education gives the student the opportunity to apply and integrate the fundamentals of theory into practice. Here at CSU Fullerton, Field Education is integrated into the structure of the student academic experience utilizing and demonstrating the CSWE nine competencies.

The purpose of field education in social work is to provide the student with an interface between classroom theory and practice. The student is provided with opportunities to:

- Develop practice skills by applying classroom theory to clinical practice
- Determine which approaches work in practice and how they must be adapted to specific situations
- Understand the effect of the organizational context of professional practice while developing skills in agency-based social work
- Utilize relevant research to inform practice
- Learn to use supervision and consultation appropriately
- Students will internalize the social work values and principles
- Develop a professional identity

The Social Work Department has established a number of partnerships with community agencies to provide each student with a relevant field education experience. At each agency, qualified Field Instructors and/or Preceptors provide mentorship, guidance, and feedback to the student and the Field Faculty regarding the progress of the student.

In the pages that follow, the policies and procedures of the Field Education component of the Department of Social Work are explained. It is the focus of the Field Faculty to assist each student in being successful in their pursuit of the Master of Social Work degree and to produce competent, effective, and ethical social work practitioners.

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1.0 Admission to Field Education

Admission to the MSW Program is required to apply for the fieldwork component of the MSW degree. Once the student has been offered and has accepted admission into the CSUF MSW Program, the student will complete field placement process training and the Generalist Practice field application on the Agency Student Partnership Network (ASPN).

Admission to the MSW Program does not guarantee that the student will be assigned to field placement. The student must meet the field placement security background clearance, be accepted by a field agency to complete the fieldwork requirement. The criteria include, but may not be limited to:

- Complete field process training
- Complete APSN field application
- Availability to interview with the assigned Agency.
- The ability to provide a background check, such as a LiveScan.¹
- Reliable transportation to, from, and during the fieldwork day.
- Complete and pass required TB testing and/or health screens
- Willingness to accept the fieldwork agency assigned to the student.
- Health status that does not cause frequent absences.
- Understanding that social workers often make home visits and/or connect with clients in non-traditional settings.
- Understanding that social workers serve all clients and embrace diversity.
- Attendance to mandatory Field Readiness Training days

Deficiencies in any of these areas above may result in the delay of the student's field placement or recommendation for disqualification from the MSW program.

First-year field students need to be available from June through the beginning of the fall semester for the field placement process. Availability by email, phone, and electronic conferencing or in person, depending on the situation and need.

First-year field students begin their Field Education by attending Field Readiness Training. This is four-day mandatory training is designed to give the student the information necessary to be successful in the fieldwork component of the MSW program. Students will be notified in advance regarding the mandatory dates of the Field Readiness Trainings.

This pre-placement training prepares and informs the student about:

- Field education requirements and expectations
- Field Safety practice
- Social Work technology and tele-mental health/therapy
- CSWE competencies, NASW Code of Ethics, and confidentiality
- Mandated reporting responsibilities and dilemmas for children, adults, and older adults
- Suicide Risk Assessment and Intervention

- Preparation for and use of supervision, field seminar, and evaluation of progress using Comprehensive Skills Evaluation

2.0 Requirements for Completion of the Field Education Component of the MSW Degree

The Field Education curriculum consists of four Field Seminar courses: MSW 540, MSW 541, MSW 542, and MSW 543. These courses are each weighted as three units and include the fieldwork hours in the assigned Agency. A grade of “Credit” is required before enrolling in the next course in the sequence. While the courses are listed separately, field placement is continuous; the student should regard the Field Seminar and fieldwork placement as an academic year. Each year the student will complete a minimum of 525 fieldwork hours (250 in fall, 275 in spring) and have passing scores on the Comprehensive Skills Evaluation. By graduation, each student will have attained a minimum of 1050 hours of supervised experience and have passing scores on each semester's Comprehensive Skills Evaluation. Field hour requirement is based on CSWE and CSUF accreditation agreement.

Students who have received a “No Credit” in any field seminar will not be enrolled in the next sequence field course. For example, if a student receives a “No Credit” in MSW 540, the student will not be enrolled in MSW 541 and would be required to repeat MSW 540 before enrolling in MSW 541. The student will be required to repeat the “No Credit” course, which would be offered the following academic year, providing the student is in good academic and ethical standing to practice. The student who is not in good academic standing or possibly not ethically able to practice will be referred to the Student Status Review (SSR) Committee to determine the most appropriate course of action and resources, including the student’s fitness for the social work profession. Please refer to the MSW Student Handbook for SSR procedures.

MSW 540 and MSW 541 are the Field Seminars that comprise the Generalist Practice year. The Generalist Practice year is designed to give each student a thorough grounding in social work practice, guided by the CSWE nine competencies: ethical and professional behavior, diversity, social justice, and human rights, research, policy, engagement, assessment, intervention, and evaluation of practice. The student will demonstrate their knowledge in each of these nine areas in their field practice and field seminar class. Students will internalize the social work values and principles and begin to demonstrate the ability to think critically by applying theory to observation and practice. The assigned fieldwork agency provides the student with the practice experience in which to implement these concepts and apply the CSWE nine competencies.

MSW 542 and MSW 543 are the Field Seminars that comprise the Specialized Practice year. The specialized practice year is in which the student will take policy and practice classes within their chosen areas of focus, Child Welfare, Community Mental Health, or Aging. In addition, the assigned fieldwork agency will provide the student with the opportunity to advance and refine their practice skill set with a specialized population.

In the Specialized Practice year, the student will continue to develop their CSWE nine competencies: ethical and professional behavior, diversity, social justice, and human rights, research, policy, engagement, assessment, intervention, and evaluation of practice. The student will demonstrate their knowledge in each of these nine areas in their field practice and field seminar class. Students will internalize the social work values and principles and begin to demonstrate the ability to think critically by applying theory to observation and practice. The assigned fieldwork agency provides the student with the field practice in which to implement these concepts and apply the CSWE nine competencies.

The major requirements for completion of the Generalist Practice Year and Specialized Practice Field Education Component include:

- Complete Field Readiness required training
- Demonstrates the ability to master Council Social Work Education nine competencies with passing scores on the Comprehensive Skills Evaluation
- Completion of seven process recordings per semester
- Submission and presentation of the Field Capstone Portfolio each semester
- Completion of two years of field experience with a minimum accrual of 1050 hours of experience, based on CSWE and CSUF accreditation agreement.
- Completion of field course assignments
- A grade of “Credit” in each Field Seminar course

3.0 Field Placement Procedures

Generalist Practice Year Placement

Upon admission to the MSW Program, the student will be contacted by the Directors of Field Education regarding field training for application to Field Education. The student will complete the field education requirements and expectations and complete field application in ASPN (Agency Student Partnership Network). Students will also be registered in Canvas Community, MSW Generalist Practice Year Field Practicum. In the Canvas community, it will provide the student step-by-step directions and PowerPoints that will guide the student through the information for our field program. ASPN is the database where students complete the field application, submit their resumes, and upload a professional photo of themselves. Once completed, the student will be admitted into the field program, and the placement process will begin.

During the Generalist Practice year, students focus on CSWE nine core competencies as well as developing a professional identity, interviewing skills, assessment, case management, information dissemination and resources, application of theory, critical thinking, and judgment

In matching students with a field placement agency, the field director evaluates the experience, area of focus, and student long-term career goal. Field directors also evaluate these factors but are not limited to:

- Where the student resides during the academic year, every effort is made to match the student with an agency within a reasonable commute.
- Previous experience
- Language skills
- Compatibility with the Agency and the field instructor
- Agency able to offer the student learning opportunities that challenge the student to grow professionally

In the process of securing the first-year field placement, the Field Directors will match each student with an agency. Once the student is matched with an agency, the student will attend an interview to determine if it is an appropriate placement. If the student is not accepted by the agency, the student will be matched with a new agency for an interview. The student will continue this process until they are confirmed at an agency by the Field Directors.

While every effort will be made to place students in a field agency, it is the responsibility of the student to present themselves maturely, professionally, and appropriately in the interview to secure the placement. Students who do not meet the criteria for the field placement process, and secure a field placement, will not be able to complete the requirements for the field and maybe disqualified from admission to the MSW program.

Students who apply and are accepted into the CalSWEC-IV-E stipend program will be placed by the Cal-SWEC Project Coordinator in an appropriate public child welfare agency or community-based child welfare agency.

3.1 Specialized Practice Year Placement

For the Specialized Practice year, students will attend a mandatory information session regarding the second-year field process and requirements. Students who do not attend the orientation may not be placed due to not being informed of the procedures for second-year placement. The second-year student will update their student field application in ASPN and upload their resume. Students will be able to see the list of agencies that will Specialized practice year placements, and students will be able to select five recommendations of agencies they would like to interview for their second-year placement. The students' agency selections must be appropriate for their areas of focus and long terms career goals. Field Directors will review the students' recommendations to determine if it matches the students' area of focus, ASPN profile, and agency requirements. Field Directors will select three agencies for each student to complete their interviews. Once students have completed their agency interviews, the student will list their placement preferences in numerical order in ASPN. Once each agency submits their student preferences in numerical order, students are matched with their agency. Both student and agency are emailed to confirm the Specialized practice year field placement.

3.2 Specialized Grant/Stipend Placements

Child Welfare students (Cal-SWEC) will be placed in public child welfare agencies or agencies that serve foster youth. Students with a Mental Health focus (Cal-SWEC MH) students will be placed in agencies

that provide mental health and health-related services to all age groups. Students with a focus on Aging (GSWEC) will be placed in agencies that provide services for older adults and their families/caregivers. Students in Health Careers Opportunity Program (HCOP) and Integrated Behavioral Health Education and Leadership (BHEAL) programs will be placed in integrated behavioral health settings.

3.3 Field Agencies

MSW program utilizes agencies in the counties of Orange, Los Angeles, San Bernardino, and Riverside that meet the learning criteria for an MSW student intern. Field director recruits community agencies on an ongoing basis. Agencies interested in partnering with CSUF MSW program for MSW student field placements are vetted by program field directors. Once agency is determined to be appropriate to meet MSW student learning needs through MSW level practice experience, an agency profile is created in ASPN, field placement management database. The agency profile designates availability of appropriate field instructors, number of student placement spots available, populations served, types of services provided, appropriateness of placement learning opportunities for either generalist or specialized practice experience, or both. The profile is updated each year by the agency fieldwork coordinator.

Each Agency establishes a Memorandum of Understanding (MOU) with CSUF, which states the students' Certificate of Coverage for General Professional Liability. Each agency has a trained Field Instructor to assist the student intern in their field practice. Agencies are selected based on the professional social work experience and to assist the student learning of CSWE nine competencies. Agency responsibilities to assist student learning are:

- Facilitation students' achievement of their Learning Plan
- Commitment to one academic year of fieldwork
- Provide appropriate office space
- Designate qualified field instructor with a minimum of two-year post MSW experience
- Adhere CSUF to policies and practices of the MOU agreement
- Inform MSW program of any agency or field instructor changes that would impact the student

Students are not to contact agencies to seek internship experience without prior consent from the field directors. Students who are interested in obtaining experience from an agency that does not have an MOU with CSUF are to contact the field directors so they may establish the appropriateness of the Agency and student experience.

3.4 Field Instructor Recruitment

Agency fieldwork coordinator selects appropriate field instructors within their agency. Field director provides the agency fieldwork coordinator with the criteria for field instructors. The fieldwork coordinator attests to field instructors being selected based on the criteria outlined in Field Instructors section below. The agency fieldwork coordinator will notify field directors of any field instructor changes.

3.5 Field Instructors

Each student will be designated a Field Instructor to facilitate their learning process in the field. At the end of each semester, Field Instructor completes the Comprehensive Skills Evaluation (CSE), which indicates how the student has progressed in each of the CSWE nine competencies. Field Instructors approve the students' weekly field hour log, Process Recording log, and the Learning Plan. In addition, Field Instructor provides weekly one hour supervision and feedback on the students' process recordings.

Selection of Field Instructors for students has the primary responsibility for supervising students in their agency sites, including developing learning assignments, providing regular weekly supervision, and evaluating mastery of field learning goals. Qualified field instructors must meet the following criteria:

- Field Instructors are required to have an MSW from an accredited Social Work program and be two years of post-master's experience. (Verification provided to Field Directors)
- Completed an MSW Field Instructor Training from an accredited MSW University (verification provided to Field Directors)
- The Field Instructor's professional philosophy, goals, and objectives must be consistent with those of the social work profession and NASW.
- Field Instructors must have demonstrated competency in their area(s) of practice, as indicated by holding a master's degree from an accredited school of social work
 - If the Field Instructor does not have a social work degree, the field education program seeks to provide expanded professional supervision of students in the following ways:
 - Designation of a social work mentor if such a person is available. The mentor must meet the criteria of a social work degree who is willing to meet regularly with the student to expand and further their social work perspective and experience.
- The Field Instructor must demonstrate a commitment to his/her own professional development. Such commitment may be indicated by professional affiliations, participation in continuing education courses, workshops, and seminars in order to enhance and update practice skills, community involvement and leadership, innovation in service delivery, etc.
- The Field Instructor must be willing and able to devote sufficient time to:
 - Provide one hour of individual supervision with the student weekly
 - Participate in the student's educational program by reviewing curriculum materials.
 - Plan student learning experiences consistent with the objectives of the social work program.
 - Provide the student with appropriate, regularly scheduled supervision for all activities in which he/she is involved.
 - Confer at stated intervals with the designated Field Faculty for site visits and student progress.

3.6 Use of Employment Agency as a Fieldwork Site

As an exception and with the approval of the Field Director, a student can apply for fieldwork at their place of employment. The all the following criteria is required to determine if it is an appropriate placement:

1. The student is employed no less than 32 hours per week.

2. The student has permanent employment status, has passed the agency probationary period, has received satisfactory performance evaluations/reviews, and is in good standing with the Agency.
3. The Agency agrees the student's field practicum internship responsibilities and duties will be a separate learning experience from the student's permanent position.
4. An MSW Field Instructor with two or more years of experience, preferably at a supervisory level in the Agency, who is **not the student's** employment supervisor, will provide field instruction in accordance with the CSUF MSW Program's curriculum and policies for the student's field practicum. NOTE: the Field Instructor is required to be on-site during the student's field hours.
5. The student's internship roles, responsibilities, assignments, etc., will have a clear delineation from his/her regular employment and will be in accordance with CSUF MSW Program's field curriculum and course requirements. This will be written and established in the student's "Field Practicum Internship at Employment Site" application.
6. The field practicum will occur during sustained periods of time during the student's workweek, Monday through Friday only, in a minimum of 4 hours at a time, in a different program, service area, or unit, and preferably in a different location.
7. The "Field Practicum Internship at Employment Site" application is completed by the student and submitted by the required due date in the field placement process timeline with the required signatures.
8. The student will provide copies of his/her satisfactory job performance evaluation(s).
9. If the application is approved and granted, the student is aware that the use of the employment site for field practicum is for one year only. Title IV-E students in the Extended Education program wanting to explore this possibility must consult with the Cal-SWEC Title IV-E Project Coordinator.

If the employment situation does not meet all of the criteria listed above, the student does not qualify for a field practicum internship at his/her employment site. Students are advised to consult with the Director of Field Education before completing the application.

Completing the "Field Practicum Internship at Employment Site" application does not guarantee approval of utilizing the employment site for internship. All "Field Practicum Internship at Employment Site" applications must be approved by the Directors of Field Education and submitted by the due date.

4.0 Field Education Roles

Faculty

Director of Field Education and Assistance Field Director- are responsible for the administration and oversight of the Field Education component of the MSW program. Identifies and contracts with agencies to provide student field placements; provides Field Instructor training; serves as the lead on Field Faculty team; provides students with guidance and mentorship in developing social work skills and identity; maintains congruence of Field Education component with CSWE standards; arbitrator of field issues as they arise.

Field Faculty- instructs the Field Seminar class; serves as a liaison between the student and the field agency; monitors and evaluates student progress in mastering field competencies; provide the student with guidance and mentorship in developing social work skills and identity. Field Faculty will complete field site visits with the Field Instructor, Preceptor, and student each semester and as needed to support student learning. Site visits can be facilitated in person or via Zoom based on the student and agency's needs. The Field Faculty will complete the field placement visit form to document the student's progress in the field.

Field Placement Agency

Field Instructor- agency employee with MSW degree from a CSWE accredited school of social work; serves as a mentor and teacher for the student placed in the Agency; provides supervision, guidance, and feedback regarding student performance and progress. The Field Instructor will be available for field site visits with the Field Faculty, Preceptor, and student each semester and as needed to support student learning. Site visits can be facilitated in person or via Zoom based on the student and agency's needs.

Preceptor- agency employee who may or may not possess the MSW degree, who is assigned to teach the student the day-to-day work of the Agency; interacts with the Field Instructor to monitor student progress and assign learning opportunities appropriate to the student.

Student- agrees to abide by the field placement agency policies, MSW Student Handbook, MSW Student Field Education Manual, NASW Code of Ethics, and CSWE policy and procedures, participate as an active learner, and participate actively in the field. See Student Field Education Policy and Procedures for detailed student responsibilities.

5.0 Student Field Education Responsibilities and Policies

1. Attendance:
 - a. Students are expected to attend all Field Readiness Trainings, assigned field hours, and attend Field Seminar classes
 - b. Absence procedures:
 - i. Notification of the absence to both the Faculty Field and the Field Instructor/Preceptor as soon as the absence is anticipated. Student needs to call and email Field Faculty and Field Instructor to provide information regarding the absence.
 - ii. Providing documentation of the legitimacy of the absence, if asked
 - iii. Demonstrate professionalism by following the above procedures
 - c. All absences from the Field placement must be made up in a timely manner
 - d. Absences must be appropriate (illness, family emergency)
 - i. Students who skip field hours and/or Field Seminar to attend to other coursework or personal pleasure will be referred to the Director of Field Education.

- e. Not following this attendance policy or procedures demonstrates a lack of professionalism and violation of our NASW Code of Ethics.

2. Field Hours

Each student is required to complete a minimum of 1050 fieldwork hours during the course of the MSW Program. The fall semester requires 250 field hours, and the Spring semester is 275 field hours for 525 hours each year. Field hour requirement is based on CSWE and CSUF accreditation agreement. The student may reach field hour's requirements prior to the end of the semester but are required to continue to attend their field placement.

- a. Generalist Practice year students attend field 16 hours per week.
- b. Specialized practice year students attend field from 16 – 24 hours per week, based on agency requirements. Students are informed of the agency field hour requirement.
- c. Fieldwork hours must be scheduled in accordance with the Field Instructor. The day and times the student is to attend field will be directed and approved by the Field Instructor.
- d. Students are to complete a weekly field hour log to track field experience. Students are required to have their Field Instructor sign the field hours log weekly and submit the log to the Field Faculty monthly. Field Hours Log is available on the MSW website and on your Canvas.
- e. MSW program has a Field Calendar to guide the student on the weekly field hours requirement. The Field Calendar is available on the MSW website and on your Canvas Community.

3. Campus Holidays, Fall and Spring Break:

- a. Students are to attend Field placement on all assigned days unless the Agency is closed
- b. Campus Holidays are indicated on the Field Calendar and other campus publications
- c. Most campus holidays coincide with the holidays observed by the field agency, however, should the Agency be open when the campus is closed, the student may attend the field hours rather than make the time up later.
- d. Students must be sure to distinguish the difference between a Campus Holiday closure versus days when there are no classes, but the University is open (usually noted on the University calendar as a "recess"). If the University is open, even though classes may not be in session, the student is expected to provide service hours to their assigned Agency
- e. Student field placement continues during Fall break. Students are to attend field placement during Fall break unless the agency/school is closed.

4. Professionalism

- a. Students are expected to abide by the National Association of Social Workers Code of Ethics at all times. Any violation of the following may lead to dismissal from the MSW program:
 - i. Social Workers Ethical Responsibilities to Clients
 - ii. Social Workers Ethical Responsibilities to Colleagues
 - iii. Social Workers Ethical Responsibilities in Practice Settings

- iv. Social Workers Ethical Responsibilities as Professionals
 - v. Social Workers Ethical Responsibilities to the Social Work Profession
 - vi. Social Workers Ethical Responsibilities to Broader Society
 - b. Students are expected to always abide by the CSWE nine competencies. Not meeting the expectations of the following competencies may lead to No Credit for field class and possible dismissal from the MSW program:
 - i. Intern demonstrates ethical and professional behavior
 - ii. Intern engages diversity and difference in practice
 - iii. Intern advances human rights, social, economic, and environmental justice
 - iv. Intern engages in practice-informed research and research-informed practice
 - v. Intern engages in policy informed practice
 - vi. Intern engages with individuals, groups, organizations, and communities
 - vii. Intern assesses individuals, families, groups, organizations, and communities
 - viii. Intern intervenes with individuals, families, groups, organizations, and communities
 - ix. Intern evaluates practice with individuals, families, groups, organizations, and communities
 - c. Students are expected to maintain confidentiality, as defined by law, statute, agency policy, and/or our Code of Ethics both inside and outside of the assigned field agency
 - d. MSW program maintains a zero-tolerance policy for any violation of confidentiality
 - i. Violations include verbal, written breaches outside of appropriate venues
 - ii. Posting inappropriate information on social media sites constitutes a gross violation of confidentiality and the NASW Code of Ethics
 - iii. Zero tolerance means that breaches of confidentiality on the part of the student will result in referral to the Student Status Review Committee with a recommendation for dismissal from the program
 - e. Students are expected to behave as adult learners, demonstrating respect for instructors (Faculty and Agency) and fellow students
5. Transportation
- a. Students must have reliable transportation in order to successfully complete the Field Education component of the degree
 - b. This also means that students must maintain a current and valid driver's license, vehicle accident, and liability insurance
 - c. Students with documented disabilities that prohibit driving and registered with the Office of Disability Support Services will be afforded reasonable accommodation as provided by law
6. Field Course Work
- a. Students are required to complete seven process recordings per semester. Students are to complete a process recording weekly in field and submit it to their Field Instructor for reflection and feedback. Students will keep a process recording log and submit it to their Field Faculty.

- b. Students are to complete a weekly field hour log to track field experience. Students are required to have their Field Instructor sign the field hours log weekly and submit the log to the Field Faculty monthly. Field Hours Log is available on the MSW website and on your Canvas.
 - c. During the first month of field placement, students are required to complete a Learning Agreement. Learning agreements are approved by the Field Instructor and submitted to the Field Faculty. Students are responsible for identifying agency opportunities for learning and documenting those as goals in the Learning Agreement.
 - d. End of each semester, students are evaluated by their Field Instructor using the Comprehensive Skills Evaluation (CSE). CSE is completed at the end of each semester.
 - e. The student will submit and present an Academic portfolio to the Faculty Field that demonstrates how the student has internalized and demonstrated each of the nine competencies.
 - f. Students who are habitually late with assignments or who put forth minimal effort on assignments will be considered not to be progressing in ethics and professionalism and will be downgraded on the Comprehensive Skills Evaluation and may be referred to the Director of Field Education
 - g. In the fall semester, each seminar class will develop a Social Work Month macro project and be involved in planning activities that will be implemented in the Spring semester during the month of March. *Due to COVID-19, this project is on hiatus.*
 - h. Other field assignments will be outlined in each field seminar syllabi
7. Malpractice Insurance
- a. CSUF covers each with Professional Liability Insurance, as the student remains in good practicum and academic standing.
 - b. University shall ensure that each student in the program is covered during the term of this Agreement by the Professional Liability Insurance
 - c. University will provide evidence of a student's professional liability coverage to Agency as the agreement is between the Agency and the University. University shall name Agency as an additional insured under Student's General Liability Coverage.
 - d. Students that travel as a part of the student's internship assignment shall maintain personal automobile liability insurance and current Driver's License.
8. Field expenses such as travel, mileage, training, parking, background clearances, and physical exams/tests are the responsibility of the student and are not reimbursed by the University.
9. Student Assumption of Risk and voluntary election to participate in field:
- a. STUDENT is voluntarily participating in the ACTIVITY at this time in order to satisfy that requirement as expeditiously and quickly as possible, notwithstanding the COVID-19 pandemic.
 - b. STUDENT understands that these injuries or outcomes may arise from STUDENT's own or others' actions, inaction, or negligence.
 - c. STUDENT expressly and without qualification agrees to assume, and does assume, sole responsibility for all risks, known or unknown, relating to the COVID-19 pandemic associated with or attributable to the ACTIVITY

6.0 Evaluation of Student Progress and Grading

Each of the four Field Seminar classes (MSW 540, MSW 541, MSW 542, and MSW 543) are graded on a Credit/No Credit scale. The grading scale is conducive to allowing the student to challenge their professional growth and progress. It is expected that students will make mistakes in field and will learn and grow through this learning experience.

The standard for earning a grade of Credit for the Field Seminar (includes the field placement as the “lab”) is outlined in the course syllabi and reprinted here:

The grade will be based on the student’s performance on the planned assignments. Specific determination of grades rests with the faculty field seminar course instructor, in consultation with the agency Field Instructor, and is based on the following criteria:

1. Student’s level of performance, attendance, and participation at the agency fieldwork site as well as in the fieldwork class seminars;
2. Successful and timely completion of all required assignments involving the fieldwork agency and the classroom seminar;
3. Quality of the student’s performance as reflected in the written evaluations and at field visits with Field Instructor and Field Faculty
4. Suitability of student’s performance and character for the social work field in accordance with the ethical and professional standards of the Council on Social Work Education.
5. Completion of 7 process recordings each semester
6. Completion of the required field hours for each semester
7. Professional presentation of the Learning Portfolio with the nine competencies each semester
8. Demonstrates Professional behavior with clients, peers, faculty, and other professionals
9. Submission of Comprehensive Skills Evaluation from the agency Field Instructor with performance scores that indicate student learning. The student’s performance and skill level will be evaluated and assigned a rating:
 - 0 = Intern has not yet met the expectations in this area, and there is not much evidence that the expectations will be met in the near future
 - 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
 - 2 = Intern understands the concept and is beginning to demonstrate the skill in this area; however, intern’s performance is uneven
 - 3 = Intern understands the concept and has consistently met the expectations in this area
 - 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

The field seminars and field placement are performance-based courses, and students will be evaluated according to *demonstrated learning* of the CSWE nine competencies. The rubric for grades, based on internalization and demonstration of the nine competencies, is as follows:

1. A grade of “CR” reflects the student who is performing as expected for the Generalist Practice year (Level 1 and 2) or Specialized practice year (Level 3 and 4). There is a normal process of development through the field experience where the student demonstrates the ability to incorporate the feedback of the Field Instructor and Field Faculty into their performance, form relationships with clients, and seek appropriate interventions while integrating theory into their practice. The student will have no absences from the field agency or will have made up absences due to illness, emergency, etc. Likewise, the student will have regularly attended and actively participated in the Field Seminar.
2. A grade of “NC” reflects the student who is not performing within the level of expectation for the Generalist Practice year (Level 1 and 2) or Specialized practice year (Level 3 and 4). Examples would include the student whose performance in the field agency does not meet the expectations of the master’s level social work expectation and/or with frequent absences that have not been made up before the end of the semester, causing the student to be severely delayed in skill development. No field hours will be credited to the student with a No Credit. This student will not be allowed to progress to the next field sequence, may be allowed to repeat the course in the next academic year, and/or may be referred for a Student Status Review (see Student Handbook and Field Manual).

Students who have received a “No Credit” in any field seminar will not be enrolled in the next sequence field course. For example, if a student receives a “no credit” in MSW 540, the student will not be enrolled in MSW 541 and would be required to repeat MSW 540 prior to enrolling in MSW 541. The student will be required to repeat the “No Credit” course, which would be offered the following academic year, providing the student is in good academic and ethical standing to practice. No field hours will be credited to the student with a No Credit. The student who is not in good academic standing or possibly not ethically able to practice will be referred to the Student Status Review Committee to determine the most appropriate course of action, including the student’s fitness for the profession.

7.0 Resolution of Problems in Field Placement

The MSW Field Education Program is committed to helping students obtain optimum practice and skill-building experience in their field placements. Performance issues, personal and educational, occasionally surface in the field placement. Both students and Field Instructors are encouraged to have open, direct, and ongoing communication with the Director of Field Education and/or Faculty Field so difficulties are identified early, and a plan of action can be initiated.

Should any of these issues occur, the Director of Field Education, the Faculty Field, the student, and the Field Instructor will discuss and design an appropriate corrective action plan and a timeframe for said plan. In the case of environmental issues, the Director may change the field placement of the student. Should the student fail to make the necessary improvements or other concerns arise, a Student Status Review will be scheduled (see Social Work Student Handbook).

A student correction plan or dismissal from a field placement for the following reasons:

- Repeated tardiness at the agency setting and/or tardiness without notification.

- Repeated absences from the agency setting and/or absence without notification.
- Repeated change in scheduled hours without approval.
- Field Instructors concern over attitudinal, behavioral, or ethical considerations that bring into question the student's fitness for the profession of social work. This involves maintaining social functioning that allows for effective participation in the academic and practicum requirements of the program. Social functioning refers to the student's ability to cope with the demands generated by their interaction with their environment.
- Impairment in social functioning and/or occupational functioning may be exhibited by a single discrete episode that clearly violates the University's expectations for student conduct or the NASW Code of Ethics, state regulations defining professional misconduct, or by a pattern of recurring behavior which may include, but not limited to the following:
 - a. Consistently unable or unwilling to carry out departmental or practicum responsibilities.
 - b. Exhibits provocative behavior such that the behavior alienates the student from others disrupts class or meetings or the flow of work in the practicum agency or results in repeated complaints from the Field Instructor, students, faculty, or others in the academic or practicum environment or related agencies.
 - c. Frequent misinterpretation or misrepresentation of others' communications or behaviors.
 - d. Displays erratic, disorganized, incoherent, or unpredictable behavior.
 - e. Lacks insight or is unable to perceive the negative consequences of own behavior.
 - f. Is disoriented to person, place, or time, such that the school or practicum responsibilities cannot be carried out.
 - g. Displays intoxication or impairment at the University or practicum agency, due to abuse of alcohol or a psychoactive substance or misuse of prescription medication.
 - h. Displays behavior that results in a consensus among faculty and/or field practicum personnel that the student would present a clear threat to others upon entering the professional field of social work practice.
 - i. Commits an act that violates state or federal law and compromises the student's fitness for the profession of social work.
 - j. Engages in unprofessional or inappropriate behaviors within the field, classroom, community, or electronic/social media settings that intentionally or unintentionally put clients at risk or violate client's rights as specified by the NASW Code of Ethics and/or field agency policies.

Please refer to the **Student Status Review** section in the **Program Student Handbook** for more information.



Department of Social Work

Learning Plan Agreement

Learning Agreement Outline (To be completed at the beginning of the Academic Year)

I. Identifying Information
Student Name:
Student Email:
Student Phone:
Faculty Field:
Faculty Email:
Faculty Phone:
Agency Name:
Agency Address:
Field Instructor:
Field Instructor Email:
Field Instructor Phone:

II. The Agency and the Community
(Agency)
A. Describe the Agency's mission
B. Describe the organizational structure:
C. List the services provided to community:
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the Agency's clients:
(Community)
E. Describe the geographic location of your Agency:
F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):
G. Describe the community's need for resources (in addition to what the Agency provides):
H. Describe the community's perception of the Agency:
I. List other agencies to which referrals are made:
J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

III. General Time Management
A. List the days and hours in field placement:
B. List the day and time that process recordings are due:
C. List the day, time, and length of individual field instruction:
D. List day and time of group supervision conference, if applicable:
E. List the name(s) of preceptor(s) and/or contact person in field instructor's absence:
F. If the plan is for you to rotate or change programs in the Agency, specify the time frame for the rotation:

IV. Field Education Assignments (check those that the student will be exposed during field placement)

A. Check all direct practice field education assignments:

☐ Adults ☐ Individuals ☐ Information and Referral ☐ Discharge Planning ☐ Diagnostic Assessment
☐ Families ☐ Advocacy ☐ Treatment Planning ☐ Older Adults ☐ Crisis Intervention
☐ Children ☐ Groups ☐ Community Networking Linkages ☐ Inter/Multidisciplinary Team Meetings
☐ Short Term Intervention ☐ Adolescents ☐ Couples ☐ Case Management ☐ Psychosocial Assessment ☐ Long Term Intervention ☐ Other:

B. Check all macro practice field education assignments

☐ Task Forces ☐ Quality Assurance ☐ Inter/Multidisciplinary Team Meetings ☐ Fiscal Budgetary Issues ☐ Committee Assignments ☐ Grant Writing ☐ Agency Staff Meetings ☐ Community Networking Linkages ☐ Program Development ☐ Consultation ☐ Macro Project:
☐ Program Evaluation ☐ Case Conferences ☐ Other:

C. Check other learning experiences:

☐ Seminars, In-Service Training, Conferences ☐ Other:

V. Self-Awareness Assessment

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

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

VI. Student’s Expectations for Supervision in Field Instruction

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in the supervision process:

C. Describe your expectations of your Field Instructor:

D. Describe your expectations of your Preceptor (if applicable):

VII. Field Instructor Teaching Plan (to be written by the Field Instructor)

A. Detail your expectations of your student in supervision:

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

C. Describe your plan for the use of a preceptor with your student (if applicable). Include the role of the preceptor and your plan to monitor and evaluate this experience.

Orientation Checklist

Agency Overview

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

Agency Policies and Protocols

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

_____ Review agency policy regarding OSHA

_____ Review agency policy regarding HIPAA

Field Instructor/Student Responsibilities

_____ Review expectations for supervision and schedule

_____ Review educationally based recording schedule

_____ Review use of preceptor (if applicable)

_____ Review plan for diversity/multi-cultural experiences

_____ Review plan for monitoring of student hours (by both field instructor and student)

_____ Review agency training or staff development opportunities

_____ Review student's personal safety issues and concerns and strategies to deal with them

Signatures:

Field Instructor

Date

Student

Date

Generalist Practice
Comprehensive Skills Evaluation
Fall Semester

Students are required to complete a minimum of 250 hours of service learning during the fall semester. The Field Faculty may add hours from other learning experiences (such as Field Readiness Training and the Community Immersion Exercise). Students must complete these hours by the end of the fall semester in order to receive a grade of Credit for MSW 540.

Number of hours completed in the Field Placement: [Click here to enter text.](#)

Number of hours added by Field Faculty: [Click here to enter text.](#)

Field Instructor Signature

Date

Preceptor Signature

Date

Field Faculty Signature

Date

Student Signature

Date

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

Generalist Practice
Comprehensive Skills Evaluation
Spring Semester

Students are required to complete a minimum of 275 hours of service learning during the fall semester. The Field Faculty may add hours from other learning experiences (Social Work Month, Box City, etc.). Students must complete these hours by the end of the spring semester in order to receive a grade of Credit for MSW 541.

Number of hours completed in the Field Placement: [Click here to enter text.](#)

Number of hours added by Field Faculty: [Click here to enter text.](#)

Field Instructor Signature

Date

Preceptor Signature

Date

Field Faculty Signature

Date

Student Signature

Date

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

LEARNING AGREEMENT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

**COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR:
INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.**

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1:

1. Demonstrates professional social work roles and boundaries.	Choose an item.	Choose an item.
2. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.	Choose an item.	Choose an item.
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	Choose an item.	Choose an item.
4. Uses supervision and consultation to guide professional judgment and behavior, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.	Choose an item.	Choose an item.
5. Uses emotional self-regulation to manage personal values and maintain professionalism in practice situations and practice self-correction and reflection in action while pursuing ongoing professional development.	Choose an item.	Choose an item.
6. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.	Choose an item.	Choose an item.
7. Uses technology ethically and appropriately to facilitate practice outcomes.	Choose an item.	Choose an item.

Comments (required for ratings of 0 and 4:

**COMPETENCY # 2 – DIVERSITY AND DIFFERENCE
INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE**

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2:

1. Applies self-awareness and self –regulation to eliminate the influence of personal biases and values in working with diverse client systems.	Choose an item.	Choose an item.
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2. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems.	Choose an item.	Choose an item.
3. Presents themselves as learners and engages client systems, organizations, and communities as experts of their own experience and demonstrates capacity to perceive diverse viewpoints in case of value conflict. Shows ability to resolve such conflicts by applying professional practice principles.	Choose an item.	Choose an item.
4. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.	Choose an item.	Choose an item.
5. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY # 3 – SOCIAL JUSTICE AND HUMAN RIGHTS		
INTERN ADVANCES HUMAN RIGHTS, SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3:</i>		
1. Applies their understanding of social justice to advocate for human rights.	Choose an item.	Choose an item.
2. Engages in practices that advance social and economic justice.	Choose an item.	Choose an item.
3. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY #4 RESEARCH AND PRACTICE		
INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH –INFORMED PRACTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4 :</i>		
1. Uses practice experience to inform scientific inquiry and research.	Choose an item.	Choose an item.
2. Uses and translates research findings to inform and improve practice, policy and service delivery.	Choose an item.	Choose an item.
3. Demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.	Choose an item.	Choose an item.

4. Demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.	Choose an item.	Choose an item.
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Comments (required for ratings 0 and 4):

COMPETENCY # 5 – POLICY PRACTICE		
INTERN ENGAGES IN POLICY INFORMED PRACTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5:</i>		
1. Assesses how social welfare policy affects the delivery of and access to social services.	Choose an item.	Choose an item.
2. Critically analyzes and promotes policies that advance human rights and social and economic justice.	Choose an item.	Choose an item.
3. Collaborates within and across disciplines for effective policy action.	Choose an item.	Choose an item.
4. Demonstrates ability to identify and to engage stakeholders to collaborate for effective policy formulation and action.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY #6 – ENGAGEMENT		
INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6:</i>		
1. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities.	Choose an item.	Choose an item.
2. Uses knowledge of practice context to shape engagement with client systems.	Choose an item.	Choose an item.
3. Uses empathy, self-regulation and interpersonal skills to engage diverse client systems.	Choose an item.	Choose an item.
4. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY #7 – ASSESSMENT		
INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7:</i>		
1. Applies knowledge of human behavior and the social environment, person and environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems.	Choose an item.	Choose an item.

2. Collects, organizes, and critical analyzes and interprets information from individuals, families, groups, organizations and communities.	Choose an item.	Choose an item.
3. Develops mutually agreed-on intervention goals and objectives.	Choose an item.	Choose an item.
4. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization.	Choose an item.	Choose an item.
5. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY #8 – INTERVENTION: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8:</i>		
1. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations and communities.	Choose an item.	Choose an item.
2. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Choose an item.	Choose an item.
3. Negotiates, mediates, and advocates on behalf of client systems, organizations and communities.	Choose an item.	Choose an item.
4. Facilitates effective transitions and endings that advance mutually agreed-on goals. Demonstrates capacity to sensitively terminate work.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

COMPETENCY # 9 – EVALUATION INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9:</i>		
1. Selects and uses appropriate methods for evaluation of outcomes.	Choose an item.	Choose an item.
2. Critically analyzes, monitors, and evaluates intervention processes and outcomes.	Choose an item.	Choose an item.
3. Applies evaluation findings to improve practice effectiveness.	Choose an item.	Choose an item.
4. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.	Choose an item.	Choose an item.

Comments (required for ratings 0 and 4):

1ST YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:

Fall Semester:

1ST YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:

Spring Semester:

Specialized Practice
Comprehensive Skills Evaluation
Fall Semester

Students are required to complete a minimum of 250 hours of service learning during the fall semester. Students must complete these hours by the end of the fall semester in order to receive a grade of Credit for MSW 542.

Number of hours completed in the Field Placement: [Click here to enter text.](#)

Number of hours added by Field Faculty: [Click here to enter text.](#)

Field Instructor Signature

Date

Preceptor Signature

Date

Field Faculty Signature

Date

Student Signature

Date

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

Specialized Practice
Comprehensive Skills Evaluation
Spring Semester

Students are required to complete a minimum of 275 hours of service learning during the fall semester. The Field Faculty may add hours from other learning experiences (Social Work Month, Box City, etc.). Students must complete these hours by the end of the spring semester in order to receive a grade of Credit for MSW 543.

Number of hours completed in the Field Placement: [Click here to enter text.](#)

Number of hours added by Field Faculty: [Click here to enter text.](#)

Field Instructor Signature

Date

Preceptor Signature

Date

Field Faculty Signature

Date

Student Signature

Date

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

LEARNING AGREEMENT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

**COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR:
INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.**

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1:

1. Demonstrates professional social work roles and boundaries.	Choose an item.	Choose an item.
2. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.	Choose an item.	Choose an item.
3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	Choose an item.	Choose an item.
4. 4. Uses supervision and consultation effectively to advance his/her existing social work skills.	Choose an item.	Choose an item.
5. Actively seeks-out and acts upon opportunities in social work practice.	Choose an item.	Choose an item.
6. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.	Choose an item.	Choose an item.
7. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.	Choose an item.	Choose an item.
8. Recognizes and tolerates ambiguity in resolving ethical conflicts.	Choose an item.	Choose an item.
9. Applies strategies of ethical reasoning to arrive at principled decisions.	Choose an item.	Choose an item.
10. Discusses complex ethical issues in both written and oral communication.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY # 2 – DIVERSITY AND DIFFERENCE INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2:		
4. Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.	Choose an item.	Choose an item.
5. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.	Choose an item.	Choose an item.
6. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.	Choose an item.	Choose an item.
7. Views self as a student of cultural differences and those s/he works with as cultural experts.	Choose an item.	Choose an item.
8. Apply appropriate engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target groups.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY # 3 – SOCIAL JUSTICE AND HUMAN RIGHTS INTERN ADVANCES HUMAN RIGHTS, SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3:		
5. Recognizes that 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.	Choose an item.	Choose an item.
6. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.	Choose an item.	Choose an item.
7. Takes action to promote social and economic justice.	Choose an item.	Choose an item.
8. Advocate at multiple levels for equal access to services for underserved populations.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY #4 RESEARCH AND PRACTICE		
INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH –INFORMED PRACTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4 :</i>		
5. Seeks, critiques and applies research findings for effective prevention, treatment and/ or recovery practices.	Choose an item.	Choose an item.
6. Integrates research findings and professional judgment to improve practice, policy and social service delivery.	Choose an item.	Choose an item.
7. Evaluates their own practice for effectiveness and improvement.	Choose an item.	Choose an item.
8. Demonstrates knowledge of valid and reliable assessment tools, interventions and program outcomes for different groups, practice levels and contexts.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY # 5 – POLICY PRACTICE		
INTERN ENGAGES IN POLICY INFORMED PRACTICE		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5:</i>		
5. Analyzes and advocates for policies that promote social well-being for individuals, families groups and communities.	Choose an item.	Choose an item.
6. Collaborates with colleagues and clients for effective policy action.	Choose an item.	Choose an item.
7. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.	Choose an item.	Choose an item.
8. Identify trends among micro, mezzo and macro variables that affect advanced practice and provide leadership to respond to those trends in an effective and culturally competent ways.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY #6 – ENGAGEMENT		
INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6:</i>		
1. Engage individuals, families & communities to identify clients' goals & wishes while building upon the strengths of individuals, families & communities	Choose an item.	Choose an item.

2. Develop a collaborative/ mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.	Choose an item.	Choose an item.
3. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.	Choose an item.	Choose an item.
4. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY #7 – ASSESSMENT INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7:</i>		
1. Seeks information on the strengths of individuals, families and communities	Choose an item.	Choose an item.
2. Applies multidisciplinary, multidimensional and multicultural assessment methods.	Choose an item.	Choose an item.
3. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.	Choose an item.	Choose an item.
4. Consistently gathers qualitative and quantitative data from a variety of sources, from coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet the standards of generalist and child welfare social work practice.	Choose an item.	Choose an item.
5. Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY #8 – INTERVENTION: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES		
<i>LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8:</i>		
1. Knows, applies and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth	Choose an item.	Choose an item.

development programs, couples education, senior socializing programs)		
2. Seeks-out, critiques and applies evidence-based (published research studies) prevention, intervention, or recovery programs	Choose an item.	Choose an item.
3. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.	Choose an item.	Choose an item.
4. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context.)	Choose an item.	Choose an item.
5. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols. (e.g. relapse prevention)	Choose an item.	Choose an item.
6. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including enhancing client's strengths, acting as a client advocate and skillfully handling transitions and terminations.	Choose an item.	Choose an item.
7. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

COMPETENCY # 9 – EVALUATION INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9:		
1. Calculates the impact of treatment, prevention and recovery programs by assessing progress, outcomes and maintenance of gains over time.	Choose an item.	Choose an item.
2. Applies objective and systematic evaluation strategies and as appropriate, standardized tools.	Choose an item.	Choose an item.
3. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and use of the results to improve social work policy and practice.	Choose an item.	Choose an item.

Comments (required for ratings less than 2 in fall and less than 3 in spring):

2nd YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:

Fall Semester:

2nd YEAR COMPREHENSIVE SKILLS EVALUATION

Summarize overall assessment strengths and areas needing further development:


Spring Semester:

Process Recordings Submission Log

MSW Intern:	
Field Instructor:	

Process Recordings Instructions: the student will be required to complete seven (7) process recordings for the Fall and Spring semester (14 recordings). The Field Instructor will give feedback to the student. There are a variety of process recording forms that may be utilized which are available on Canvas. The student should consult the Field Instructor for the preferred format for the process recording. The Faculty Field Liaison will monitor the student's process recordings and/or discuss the utilization of the process recordings. Students will submit the *Process Recordings to the Field Instructor on a weekly basis* and submit this form at the end of each month and the end of the Fall and Spring Semester to their field liaison to receive credit for this course.

Type of Process Recording Submitted	Date Submitted to Field Instructor	Date Discussed in Supervision	Field Instructor Signature	Comments:
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

1			<div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block;"></div>		Student: _____				
2									
3									
4									
5	Field Hours Log 2021-2022								
6									
7	Week	MON.	TUES.	WED.	THURS.	FRI.	Week Total	Cumulative Total	Field Instructor Signature verifies hours
8	August 2-6, 2021						0	0	
9	August 9-13, 2021						0	0	
10	August 16-20, 2021						0	0	
11	August 23-27, 2021						0	0	
12	Aug. 30-Sept. 3, 2021						0	0	
13	Sept. 6-10, 2021						0	0	
14	Sept. 13-17, 2021						0	0	
15	Sept. 20-24, 2021						0	0	
16	Sept. 27-Oct. 1, 2021						0	0	
17	Oct. 4-8, 2021						0	0	
18	Oct. 11-15, 2021						0	0	
19	Oct. 18-22, 2021						0	0	
20	Oct. 25-29, 2021						0	0	
21	Nov. 1-5, 2021						0	0	
22	Nov. 8-12, 2021						0	0	
23	Nov. 15-19, 2021						0	0	
24	Nov. 22-26, 2021						0	0	
25	Nov. 29-Dec. 3, 2021						0	0	
26	Dec. 6-10, 2021						0	0	
27	Dec. 13-17, 2021						0	0	
28	Dec. 20-24, 2021						0	0	
29	Dec. 27-31, 2021						0	0	
30	Jan. 3-7, 2022						0	0	
31	Jan. 10-14, 2022						0	0	
32	Jan. 17-21, 2022						0	0	
33	Jan. 24-28, 2022						0	0	
34	Jan. 31-Feb. 4, 2022						0	0	
35	Feb. 7-11, 2022						0	0	
36	Feb. 14-18, 2022						0	0	

CSUF MSW Field Placement Visit Interview

Intern Name:		Date:
Field Agency:		
Instructor:		Preceptor/Mentor:

Intern: Please discuss how you are growing, learning and developing with the CSE nine competencies?

Field Instructor: How is the intern growing, learning and developing with the CSE nine competencies?

Intern: Discuss strengths you demonstrate in the field with clients, documentation and in supervision.

Field Instructor: Please discuss the strengths the intern utilizes and demonstrates during internship.

Intern & Field Instructor: Please discuss how the process recordings have facilitated the learning process in supervision. At this time how many process recordings have been completed? ☐

Intern: Please discuss the macro project and the progress for completing the project by May 1, 2021?



Intern & Field Instructor: Please discuss your areas for growth and development for the future:

*Explore what opportunities are needed/Explore what areas are needed to increase clinical skills & mastery ☐

Department of Social Work

Field Education Calendar 2021-2022



Week	Activity	Notes
June-July	Field Placement Coordination Continued	*Campus Holiday- July 5- Independence Day
August 17 & 19	Field Readiness Training (1 st Year Field Only)	Online
August 20	MSW Program Orientation (Incoming Students Only)	Location and Time TBD
August 23-27	Classes begin	
August 24 & 26	Field Readiness Training (1 st Year Field Only)	Online
August 30- September 3	All students report to Field Placement Agencies 16-20 hours field placement	
September 6-10	16-20 hours field placement	*Campus Holiday September 6- Labor Day
September 13-17	16-20 hours field placement	
September 20-24	16-20 hours field placement	
September 27-October 1	16-20 hours field placement	
October 4-8	16-20 hours field placement	
October 11-15	16-20 hours field placement	
October 18-22	16-20 hours field placement	
October 25-29	16-20 hours field placement	
November 1-5	16-20 hours field placement	
November 8-12	16-20 hours field placement	*Campus Holiday- November 11-Veterans' Day
November 15-19	16-20 hours field placement <small>*Holiday Policy: If the agency is open, students must attend field</small>	
November 22-26	16-20 hours field placement	*Fall Recess-November 22-26 Thanksgiving
November 29-December 3	16-20 hours field placement	
December 6-10	16-20 hours field placement	
December 13-17	16-20 hours field placement <small>*Holiday Policy: If the agency is open, students must attend field.</small>	Finals Week Comp. Skills Eval. due & min. 250 field hours completed
December 20-24	Field hours based on agency & client need	*Campus Holiday - December 24-31
December 27-31	Field hours based on agency & client need	*Campus Holiday - December 25-31
January 3-7	16-20 hours field placement	Student Spring Field Hours Begin January 3rd
January 10-14	16-20 hours field placement	

January 17-21	16-20 hours field placement	*Campus Holiday- January 17- Martin Luther King Jr. Day
January 24-28	16-20 hours field placement	Classes begin this week
January 31-February 4	16-20 hours field placement	
February 7-11	16-20 hours field placement	
February 14-18	16-20 hours field placement	
February 21-25	16-20 hours field placement	*Campus Holiday-February 21- Presidents' Day
February 28-March 4	16-20 hours field placement	
March 7-11	16-20 hours field placement	
March 14-18	16-20 hours field placement	
March 21-25	16-20 hours field placement	
March 28-April 1	Field hours based on agency & client need	Spring Recess *Campus Holiday – March 31- Cesar Chavez Day
April 4-8	16-20 hours field placement	
April 11-15	16-20 hours field placement	
April 18-22	16-20 hours field placement	
April 25-29	16-20 hours field placement	
May 2-6		
May 9-13	16-20 hours field placement	Comp. Skills Eval. due & min. 275 field hours completed
May 16-20	Finals Week	
May 23-27		
May 30-June 3	Field Placement Coordination	Campus Holiday- May 30th - Memorial Day

Field Calendar subject to change.

1st year field students provide a minimum of 16 hours per week of service.

2nd year field students provide 16-24 hours per week of service depending on agency requirements.

Students **MUST** make up any absence; see field manual for absence procedures.

***Holiday Policy:** If the agency is open, students must attend field. If the agency is closed on a day that is not accounted for on this field calendar the student needs to complete the required hours on another day.

Community Field Instructors: Please contact the Faculty Field Liaison for your student(s) with any concerns, questions or clarifications. The Social Work office general number is 657-278-8452 M-F, 8am – 5pm.