

Fall | 16



MSW Program Field Manual

25800 Carlos Bee Blvd., Hayward, California 94542

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MSW Program Overview

The California State University East Bay (CSUEB) Master of Social Work program's philosophy and curriculum are grounded in the reality of an urban environment. The department of Social Work at CSUEB is strategically established to address the diverse social work needs and problems particular to urban, multicultural and multiracial populations, including issues of poverty, discrimination, racism, sexism, ageism and other forms of injustice.

Vision, Mission, Values, and Purpose Statement

Vision

The vision of the CSU East Bay MSW program is to produce culturally competent urban social work practitioner/advocates who are engaged and committed to advocacy and social justice. Our belief is that the strengths of the faculty coupled with the synergistic relationship with the communities that we serve provide a powerful learning dyad for educational excellence for students. Our distinctive curriculum guides us on our journey to educational excellence and the development of social work practitioner/advocates prepared to service diverse communities and to be leaders in the social work profession.

Mission

"The California State University East Bay MSW program is committed to graduating culturally competent urban social workers in the areas of Children, Youth and Families and Community Mental Health. Social work graduates are prepared to address individual, family, group and community needs caused by inequalities of class, ethnicity, gender, age, sexual orientation and other forms of social injustice. These themes, coupled with an emphasis on advocacy and social change, form the core of the MSW program."

Values

The MSW program's values are based on the National Association of Social Workers Values and Ethics (revised 2008). The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

Program Purpose

The California State University East Bay MSW program purposes are:

- To enhance human wellbeing and alleviate poverty, oppression, and other forms of social injustice among the urban disenfranchised and underserved populations in the Bay Area.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that will promote social and economic justice.
- To develop and use research, knowledge, and skills that advance multicultural social work practice.
- To develop and apply practice in the context of diverse cultures specifically those populations living in the urban area who are disenfranchised and underserved.

Program Goals

- To educate social workers in their roles as change agents (practitioner/advocates) who will be able to practice in increasingly complex, culturally and racially diverse communities. Students will develop skills to support and leverage their leadership roles in those public social service organizations charged with responding to societal problems such as poverty, racism, sexism, homophobia, family instability, mental illness, child endangerment and urban renewal;
- To prepare social work practitioners who are capable of autonomous practice with diverse populations of individuals, families, groups, organizations and communities;
- To prepare social workers who are committed to social justice and to serving, advocating for, empowering and mobilizing client communities to address the special needs of underserved, poor and oppressed populations;
- To provide social work graduates with a foundation in ethical urban advanced practice methodologies and the ability to demonstrate sensitivity to and competence in addressing issues of race, culture, ethnicity, class, sexual orientation, disability, gender and aging over the life course;
- To prepare social workers who are research-informed and evidenced-based practitioners who engage in critical self-evaluation in practice settings with individuals, families, groups, organizations and communities; and
- To contribute to social work through professional leadership and scholarship that advances social work knowledge, practice and values.

Student Learning Outcomes

- **Values and Ethics.** Uphold the core values and ethical principals and standards of the social work profession as codified in the National Association of Social Workers' Code of Ethics.
- **Professional Use of Self.** Conduct oneself autonomously in the professional social work role, including understanding personal values and biases and knowing their impact on clients, engaging in ongoing professional development, and exercising use of self in order to engage and collaborate effectively.
- **Critical Thinking.** Use critical thinking skills in the analysis and synthesis of information, (with regard to work with clients, contributing to program development/evaluation, advocacy and other professional social work responsibilities).
- **Applying Theory to Practice.** Demonstrate an ability to integrate relevant theoretical material into field experiences in the student's area of concentration. This includes the ability to articulate such theories with field instructors, field staff and/or intervention teams.
- **Utilizing Evidence-Based Practice.** Student has knowledge, skills and understanding of the importance of applying evidence-based practices in social work.
- **Advocacy.** Advocate for clients, groups and communities in complex cultural, social and political situations.
- **Diversity.** Act with self-awareness and knowledge of diverse populations, with the commitment of providing culturally competent service (cultural humility).
- **Communication.** Communicate effectively orally and in writing across diverse client and social services systems.

Field Education Overview

Role of Field

The fieldwork sequence plays an integral role in the total MSW curriculum. The experience offers an opportunity for students to integrate and apply social work knowledge, practice and intervention skills in a community agency setting under the supervision of a qualified field instructor. A variety of agencies within the region serve as fieldwork placements, reflecting the diversity of social work employment. The selected agencies and field instructors play a major role in the personal and professional development of the student, providing a range of learning opportunities including direct practice situations, indirect or macro practice situations, orientation to the role of the professional social worker in agencies, and exposure to the dynamic and ever-changing service needs within the agency and the larger community.

The fieldwork experience is designed to prepare students for effective practice in diverse, multiracial and multicultural communities and strives to provide new and challenging learning opportunities for the student. The program engages students in supervised direct service activities at micro, mezzo and macro levels; provides practice experiences in application of foundation theory and skills and produces a professionally reflective, self-evaluating, knowledgeable and developing social worker. Students are prepared for entry into a specialized area of practice, with the ability to utilize a range of intervention techniques in diverse practice settings, with a variety of cultural and ethnic populations.

Foundation (First) Year Overview

Hayward students begin field their first year of the program. Oakland students begin field their second year of the program. Regardless of the program, the student's first year of field is considered the "Foundation" year.

The foundation placement emphasizes the social workers' roles in addressing social problems, using effective interviewing skills, understanding the role of self in the helping relationship, performing bio-psycho-social assessments, developing intervention plans, evaluating one's practice, and understanding the systemic context of one's practice in relation to addressing social problems. MSW students must also demonstrate the ability to establish and maintain effective working relationships with individuals from diverse backgrounds and from populations at-risk. As generalist practitioners, students must demonstrate their knowledge and skills at three levels of practice: micro, mezzo, and macro. The micro level includes focusing on the individual alone or as part of a family or small group. At the micro level, students are introduced to the bio-psycho-social assessment and learn what type of information is relevant to social work practice and the interviewing techniques needed to obtain it. This involves learning to engage clients, establishing rapport and appropriate boundaries with them, coupled with clarification of social work roles. The mezzo level includes practice primarily with families and small groups and involves activities such as facilitation, communication, mediation, negotiation and education. The students are building on the knowledge acquired with individuals and learning to manage practice with a larger group of individuals or systems according to their needs. Macro level practice is directed toward facilitating changes in the larger society or in social institutions based on the knowledge that the students have acquired through their earlier field practicum experiences. Examples of macro practice include advocacy, political action, community organization, and administration of broad-based social service organizations. Students completing this course will be able to apply the knowledge and skills obtained in the classroom and the field placement in the work setting.

Advanced Year Overview

In the advanced year (Hayward students' second year; Oakland students' third year) of field practicum, students' professional competence is facilitated through the development of the knowledge and skills needed for culturally competent urban social work practice and advocacy.

Students select from two specific areas of concentrations: Children, Youth and Families or Community Mental Health. Advanced year fieldwork builds on the skills developed in the foundation year and focuses on moving students beyond foundation year experiences to more refined practice skills with an emphasis on a greater level of autonomy and competence. This fosters a higher level of social work practice skills facilitated by learning opportunities affording students greater depth, breadth, and specificity across micro, mezzo, and macro practice

areas. Students have the opportunity to practice with increasingly complex client systems so that they can refine their knowledge and skill base of the foundation year.

The advanced year field practicum promotes essential skills related to professional competence including self-responsibility, self-observation, self-correcting practice, and leadership skills. It is expected that the goals and objects of the advanced learning agreement will describe activities focused on the development of professional competence, such as use of practice skills at the micro, mezzo and macro levels; maintaining self-awareness within a variety of practice situations; greater understanding of one's strengths and the process of one's own learning; and utilizing values and ethics of the profession. The specialized focus of the advanced year field practicum, combined with the knowledge and skills obtained in the foundation year, provide students with an opportunity to obtain greater professional competence and independence in delivering a variety of services.

Learning Agreement

The *Learning Agreement* sets the guidelines by which the field instructor and student will work towards addressing the eight core objectives of the field program and acquire the knowledge necessary to become competent social work practitioners. It is based on the premise each student has their own individual work experiences and educational background and that these in conjunction with the opportunities offered by the field instructor and agency will generate a set of goals and objectives which will enable the student to optimize their field placement experience. While it is the student's responsibility to complete the written document, the content should represent mutually agreed upon objectives between the Field Instructor and the student. Students and Field Instructors are responsible for signing the *learning agreements* on the dates specified in the *Master Field Calendar* (Appendix E). The *learning agreement* provides a structure for the placement experience and delineates expectations. Title IV-E students have an addendum to their *learning agreement* (Appendices C.1, C.2) that specifically addresses the EPAS' core competencies of the stipend program.

Process

Each student has two fieldwork placements in two different agencies during the course of study. Regardless of the size of the agency and the availability of multiple geographic locations and/or programs, the agency can be utilized as a fieldwork placement site for only one of the two periods of fieldwork.

Foundation Year Field Placement

Hayward students applying to the MSW program complete an *Application for Field Placement* (Appendix B). This form is submitted with their application packet. Oakland students will be asked to complete this form Spring Quarter (near the end of their first year), after attending the Intern Fair for their upcoming field placements. In this application, they are asked to select their top five choices in a variety of social service areas such as aging, corrections, child welfare, mental health, disabilities and so on. Students are required to complete an interview with a faculty member from the field department staff. The students' field application, resume, areas of interest, strengths and areas of growth are identified. The field faculty liaison will select a placement that will match the students' needs and provide a challenging experience that will solidify their foundation year.

Field experiences build upon one another to create self-directed and competent practitioners. The foundation year of fieldwork emphasizes the development of foundation social work practice skills including relationship development, interviewing and beginning psychosocial assessment, diagnosis and intervention skills.

Advanced Year Field Placement

During the advanced year, the student is expected to develop increased insight and depth of understanding of agency and/or client systems and social work practice skills in relation to their chosen concentration area (CYF or CMH). Students attend the Intern Fair in the Winter Quarter and have an opportunity to meet and interview with various agencies throughout the area. Students with extensive direct practice (10+ years) experience may petition to select a placement site that offers a more intensive macro experience where they will further their skills in administrative activities, including organizational development, program planning and program evaluation. The fieldwork experience is tailored to the individual student's needs in an ongoing assessment process between the student, field instructor and liaison. During the first weeks of placement, the student and field instructor

develop a *learning agreement* (Appendix C). This document outlines students' learning goals and strategies to meet these goals and an evaluation plan to confirm goal accomplishment.

The *learning agreement* includes activities and experiences relating to the eight field objectives based on foundation or advanced year curriculum. These involve skill acquisition in areas of: 1) values and ethics; 2) professional use of self; 3) critical thinking; 4) applying theory to practice; 5) advocacy; 6) diversity; 7) communication and 8) utilizing evidence-based practice.

Objectives of Fieldwork

1ST YEAR FOUNDATION OBJECTIVES	2ND YEAR ADVANCED OBJECTIVES
<p>1. VALUES AND ETHICS Demonstrate a beginning understanding of, and commitment to uphold the core values, ethical principles and ethical standards of the social work profession as codified in the <i>NASW Code of Ethics</i>.</p>	<p>1. VALUES AND ETHICS Demonstrate a firm understanding of, and a commitment to uphold the core values, ethical principles and ethical standards of the social work profession as codified in the <i>NASW Code of Ethics</i>.</p>
<p>2. PROFESSIONAL USE OF SELF Demonstrate a beginning understanding of professional social work behavior. This includes abilities such as: distinguishing professional versus personal roles; the elevation of service to others above self-interest; awareness of personal strengths and limitations; flexibility in assuming social work roles to cope with change; using supervision effectively; self-reflection; respecting standards of timeliness; appropriate dress and professional boundaries.</p>	<p>2. PROFESSIONAL USE OF SELF Conduct self with increased autonomy in the professional social work role in the placement setting. This includes abilities such as: understanding personal values and biases and knowing their impact on clients, a commitment to the ongoing development of professional knowledge and skills, and the use of self effectively in the chosen area of concentration.</p>
<p>3. CRITICAL THINKING Show an ability to apply early critical thinking skills to challenges and issues that arise in field placement. This includes: understanding the differences between verifiable facts and value claims; critical examination of arguments and evidence; an openness to examine one's own practice, using research to inform practice, and a commitment to providing evidence-based practice when possible.</p>	<p>3. CRITICAL THINKING Demonstrate the ability to use critical thinking skills in the field setting through successful analysis and synthesis of information, application of evidence-based practice, and a willingness to modify plans of intervention accordingly.</p>
<p>4. APPLYING THEORY TO PRACTICE Show a basic ability to apply community-based, generalist practice perspectives to field situations.</p>	<p>4. APPLYING THEORY TO PRACTICE Demonstrate an ability to integrate relevant theoretical materials into field experiences in the student's area of concentration. This includes the ability to articulate such theories with field instructors, field, staff and/or intervention teams.</p>
<p>5. ADVOCACY Begin to advocate for underserved and disenfranchised clients or groups in the assigned field placement.</p>	<p>5. ADVOCACY Demonstrate a commitment to and the ability to advocate for clients, groups and/or communities in increasingly complex situations specific to the student's area of concentration.</p>
<p>6. DIVERSITY Approach fieldwork with an awareness of own personal cultural values and biases; an openness to self-reflection; and an interest in expanding their culturally competent practice skills.</p>	<p>6. DIVERSITY Conduct self with self-awareness and increased knowledge of diverse populations with the commitment to provide culturally competent services and delivery.</p>
<p>7. COMMUNICATION Demonstrate the ability to respectfully form professional relationships with and communicate to clients, groups and staff in the field practicum, as well as maintain basic documentation requirements of the agency.</p>	<p>7. COMMUNICATION Demonstrate a professional level of written and oral communication relevant to the concentration and the ability to communicate across diverse client systems.</p>
<p>8. UTILIZING EVIDENCE-BASED PRACTICE Demonstrate beginning knowledge, skills and understanding of the importance of applying evidence-based practices in social work.</p>	<p>8. UTILIZING EVIDENCE-BASED PRACTICE Student has knowledge, skills and understanding of the importance of applying evidence-based practices in social work.</p>

MSW Program Curriculum Core Requirements (44 units)**Foundation Year Required Courses**

- SW 6000, 6001 Human Behavior and Social Environment I, II (4, 4)
- SW 6010 Race, Gender and Inequality in Social Work Practice (4)
- SW 6011, 6012, 6013 Generalist Practice I, II, III (4, 4, 4)
- SW 6020, 6021, 6022 Field Instruction I, II, III (4, 4, 4)
- SW 6030 Social Welfare Policy: History and Philosophy (4)
- SW 6032 Social Welfare Policy: Research (4)

Concentrations (28- 34 units) Advanced Year Required Courses**Children, Youth & Family**

- SW 6500 Advanced Micro Practice: Children, Youth & Family (4)
- SW 6510 Advanced Mezzo Practice: Children, Youth & Family (4)
- SW 6520 Advanced Policy Practice: Children, Youth & Family (4)
- SW 6530, 6531, 6532 Field Instruction IV, V, VI (4, 4, 4)
- SW 6932 Quantitative and Qualitative Analysis: (4)
- SW 6935 Program Evaluation: (4) (Students choosing to complete their Capstone Experience with 8 units of SW 6910 University Thesis are not required to complete this course.)

Community Mental Health

- SW 6405 Community Mental Health Seminar (1)
- SW 6505 Advanced Micro Practice: Community Mental Health (4)
- SW 6515 Advanced Mezzo Practice: Community Mental Health (4)
- SW 6525 Advanced Policy Practice: Community Mental Health (4)
- SW 6530, 6531, 6532 Field Instruction IV, V, VI (4, 4, 4)
- SW 6932 Quantitative and Qualitative Analysis: (4)
- SW 6935 Program Evaluation: (4) (Students choosing to complete their Capstone Experience with 8 units of SW 6910 University Thesis are not required to complete this course.)

Electives (8 units)- 2nd Year

- SW 6550 Social Work Psychosocial Rehabilitation (4)
- SW 6552 Legal Issues in Social Work Practice (4)
- SW 6553 Assessment and Treatment of Substance Abuse (4)
- SW 6554 Occupational Social Work (4)
- SW 6555 School Social Work (4)
- SW 6556 Human Sexuality and Social Work (4)
- SW 6558 Supervision and Staff Development (4)
- SW 6559 Youth and the Justice System (4)
- SW 6560 Family Violence Across the Lifespan (4)
- SW 6561 Advanced Psychosocial Assessment and Diagnosis (4)
- SW 6964 Practice with Lesbian, Bi-Sexual, Gay, Transgendered and Questioning Populations (4)
- SW 6965 Practice with Latino Populations (4)
- SW 6966 Social Work and Public Mental Health Across the Lifespan (4)

Capstone Experience (4-8 units)

- SW 6909 Departmental Thesis (4) or
- SW 6910 University Thesis (4, 4) or
- SW 6959 Integrative Seminar (4)

Hayward MSW Curriculum Design

1T QTR	FALL	
SW 6000	Human Behavior and Social Environment I (Child/Adolescent)	4
SW 6010	Race, Gender and Inequality in Social Work Practice	4
SW 6011	Generalist Practice I	4
SW 6020	Field Instruction I	4

2ND QTR	WINTER	
SW 6001	Human Behavior and Social Environment II (Adult)	4
SW 6012	Generalist Practice II	4
SW 6021	Field Instruction II	4
SW 6030	Social Welfare Policy: History and Philosophy	4

3RD QTR	SPRING	
SW 6013	Generalist Practice III	4
SW 6022	Field Instruction III	4
SW 6032	Social Welfare Policy: Research	4

4TH QTR	FALL	
SW 6405*	CalSWEC Community Mental Health Seminar	1
SW 6500	Advanced Micro Practice: CYF	4 or
SW 6505	Advanced Micro Practice: CMH	4
SW 6530	Field Instruction IV	4
SW 6932	Quantitative/Qualitative Analysis	4
SW	Elective	4
SW	Elective	4

*CalSWEC MH students only

5TH QTR	WINTER	
SW 6510	Advanced Mezzo Practice: CYF	4 or
SW 6515	Advanced Mezzo Practice: CMH	4
SW 6531	Field Instruction V	4
SW 6935	Program Evaluation	4
SW	Elective	4
SW	Elective	4

Total elective requirement 8 units

6TH QTR	SPRING	
SW 6520	Advanced Policy Practice: CYF	4 or
SW 6525	Advanced Policy Practice: CMH	4
SW 6532	Field Instruction VI	4
SW 6959	Integrative Seminar	4
SW	Elective	4
SW	Elective	4

Total elective requirement 8 units

Oakland MSW Curriculum Design

All students enrolled in Oakland Program will follow this pattern of enrollment, regardless of field option chosen

1ST QTR	FALL	
SW 6000	Human Behavior and Social Environment I (Child/Adolescent) (Hybrid)	4
SW 6010	Race, Gender and Inequality in Social Work Practice (fully in-person)	4
2ND QTR	WINTER	
SW 6001	Human Behavior and Social Environment II (Adult) (Hybrid)	4
SW 6030	Social Welfare Policy: History and Philosophy (fully in-person)	4
3RD QTR	SPRING	
SW 6011	Generalist Practice I (fully in-person))	4
SW 6032	Social Welfare Policy: Research (Hybrid)	4
4TH QTR	SUMMER	
SW 6999	If in field placement	1
SW	Elective(s) (Hybrid)	4
5TH QTR	FALL	
SW 6012	Generalist Practice II (fully in-person)	4
SW 6020	Field Instruction I (Hybrid)	4
6TH QTR	WINTER	
SW 6013	Generalist Practice III (fully in-person)	4
SW 6021	Field Instruction II (Hybrid)	4
7TH QTR	SPRING	
SW 6500	Advanced Micro Practice: CYF (fully in-person)	4 or
SW 6505	Advanced Micro Practice: CMH (fully in-person)	4
SW 6022	Field Instruction III (Hybrid)	4
8TH QTR	SUMMER	
SW 6932	Quantitative/Qualitative Analysis	4
SW 6999	If in field placement	1
SW	Elective(s) (Hybrid)	4
Total elective requirement: 8 units		
9TH QTR	FALL	
SW 6510	Advanced Mezzo Practice: CYF (fully in-person)	4 or
SW 6515	Advanced Mezzo Practice: CMH (fully in-person)	4
SW 6530	Field Instruction IV (Hybrid)	4
10TH QTR	WINTER	
SW 6520	Advanced Policy Practice: CYF (fully in-person)	4 or
SW 6525	Advanced Policy Practice: CMH (fully in-person)	4
SW 6531	Field Instruction V (Hybrid)	4
11TH QTR	SPRING	
SW 6935	Program Evaluation	4
SW 6531	Field Instruction VI (Hybrid)	4
12TH QTR	SUMMER	
SW 6959	Capstone Integrative Seminar	4

Description of Roles and Responsibilities

The participating community agencies, students and the University are engaged in a mutual partnership in the provision of fieldwork experiences. Within the framework of this partnership, each participant has specified responsibilities and obligations. The coordination of each participant and the adherence to responsibilities are crucial to the successful operation of the entire program.

Responsibilities of the University

1. Provide clear expectations and procedures for the implementation of the fieldwork program.
2. Provide an orientation to the University and the department of Social Works' policies, procedures and philosophy.
3. Maintain ongoing, formal communication and linkages with community agencies participating as field sites.
4. Provide a faculty field liaison to each agency that will serve as the major link between the field instructor, student, and the Social Work department.
5. Provide orientation and training to field instructors around issues of field instruction, supervision, *learning agreements* (Appendix C) and other relevant issues.
6. Provide ongoing support and assistance to the field instructors to enhance the provision of an educational-focused fieldwork experience.

Responsibilities of the Field Director

1. Assume overall responsibility for the development and administration of the fieldwork program including the direct supervision of field liaison faculty.
2. Review, evaluate, and approve agencies interested in participating with the Social Work department as a fieldwork agency.
3. Designate agencies in which students will be placed for fieldwork experiences at the graduate level.
4. Develop policies and procedures to guide the fieldwork sequence in an educationally sound manner and share with participating agencies these policies, procedures and guidelines.
5. Select and recommend students for placement in agencies based upon the educational needs and learning objectives of the students and the experiences the agency has to offer. Students will complete a confirmation interview with the prospective field instructor prior to finalization of the placement.
6. Conduct orientation and training sessions for all field instructors.
7. Provide relevant training materials to all field instructors, including selected articles and materials, course outlines, reading lists and bibliographies.
8. Assist faculty field liaisons and field instructors in resolving placement issues including the creation of remediation plans when necessary.
9. Approve initial field placements, changes in field placements and termination of field placements.

Responsibilities of the Faculty Field Liaison

1. The campus-based faculty field liaison is the direct link between students and the agency and fieldwork instructor. This person will make a minimum of two visits to the agency.
2. Provide ongoing consultation and collaboration to enhance the effectiveness of the fieldwork experience and its integration with classroom learning.
3. Review the individual *learning agreement* developed by each student.
4. Teach the Field Seminar - (SW 6020, 21, 22 or SW 6530, 31, 32) with a group of assigned students, focusing on the goals, objectives and course content areas of the seminar.
5. Ensure that satisfactory progress in fieldwork is being made by the student and provide consultation or other assistance as necessary.
6. Complete a written evaluation of assigned placement settings at the end of the placement period, making recommendations as to continued use of the setting.
7. Attend regularly scheduled faculty field liaison and department meetings and be involved in development and review of the fieldwork curriculum.
8. In consultation with the fieldwork instructor, assign the course grade for fieldwork based upon the written fieldwork evaluation and student participation in the fieldwork seminar.
9. Arrange field placements for assigned students in consultation with the field director.

Responsibilities of the Agency

1. Accept and cooperate with the University and department of Social Works' policies and guidelines.
2. Accept an evidence commitment to the educational objectives inherent in the fieldwork curriculum.
3. Provide appropriate office space, telephone access, supplies and other necessary materials to enable a student to function effectively.
4. Designate qualified field instructors. Instructors must have an MSW and a minimum of two years post-master's experience.
5. Modify the schedules of any employee selected to be a field instructor to ensure that adequate time is available for teaching and student supervision activities, including meetings and/or training sessions at the University.
6. Provide any needed assistance to the field instructor in developing appropriate learning experiences within the agency.
7. Adhere to policies and practices reflecting nondiscrimination applied to clients, staff and students.
8. Inform the Social Work department of any change in administration at the agency that impacts the field program.

Responsibilities of the Agency in Risk Management Include:

1. Responding immediately to a student concern about safety, no safety issue can be seen as insignificant.
2. Informing students of safety and security programs/regulations of the agency.
3. Not allowing students to work alone in the agency.
4. Informing the students if an assigned client has a history of violence.
5. Discussing safety issues with students prior to home visits.
6. If a student is injured, ensure that they seek immediate medical attention and complete an *Accident/Incident Report* form (Appendix L) and report the incident to the field director within 24 hours.
7. Ensure that students transport clients in agency vehicles only.

Responsibilities of the Field Instructor

The Field Instructor is identified by the agency and has primary, direct and indirect responsibility for addressing the initial and ongoing educational needs of the students. They must possess an MSW and have at least two years post-master's experience. Any agency request to designate a field instructor that does not possess an MSW and have at least two years post-master's experience must be approved by the field director prior to the commencement of the student's internship.

1. Provide an educational-focused fieldwork experience in accordance with the policies and procedures of the Social Work department i.e., including utilization of *learning agreements* and supervision requirements in the *Field Instructor Checklist* (Appendix O).
2. Provide an agency orientation to the student at the beginning of the placement period. Together, check-off items on the *Student Orientation Checklist* (Appendix P).
3. Develop a *learning agreement* (Appendix C) in conjunction with the student during the first four weeks of the placement period.
4. Evaluate students, utilizing progress reports/evaluations (Appendices R, S, and T) based on the timetable listed below.

Hayward & Oakland Traditional Year Students
Fall Quarter- <i>1st Progress Report</i> (Appendix R): Finals Week
Winter Quarter – <i>Mid Year Progress Report</i> (Appendix S): Finals Week
Spring Quarter – <i>Final Evaluation</i> (Appendix T): Finals Week
Oakland Extended Students
Summer Quarter – <i>1st Progress Report</i> (Appendix R)
Fall Quarter & Winter Quarters – <i>Mid-Year Progress Report</i> (Appendix S)
Spring Quarter – <i>Final Evaluation</i> (Appendix T)

5. Meet with the faculty field liaison during the placement period to assess student progress and coordinate learning experiences.
6. Provide a minimum of one hour per week individual supervision for each student placed in the agency and be available for ongoing consultation and/or supervision as needed.
7. Be available in the agency during the fieldwork hours when the student is present or identify a designee.
8. Maintain communication with assigned faculty field liaison regarding student performance, potential difficulties or areas of concern, or changes in the agency that impact the fieldwork experience.
9. Utilize appropriate authorizations or formats for taping and recording of client activities: *Client Authorization for Taping for Educational Purposes* form (Appendix M), *Educational-based Recording* format (Appendix N).
10. Attend field instructor orientations and other field-related activities throughout the year.
11. Honor formal requests for ADA accommodations as required by federal law (see section on Disability and Student Internships).

Responsibilities of the Task Supervisor

Some agencies assign other human service providers or administrators to be an intern's task supervisor. In these cases, interns still must meet with MSW field instructors at least one hour a week for full-time internship supervision, integration of classroom theory and learning with practice experience. It is imperative that the MSW and task supervisor coordinate and delineate all aspects and responsibilities of the students' field experience.

Task supervision may be with specific time-limited tasks or on a daily basis -- directing day-to-day activities, teaching and guiding them in their assignments and giving them feedback on their performance.

Basic expectations of all task supervisors include:

1. Participation in planning the internship.
2. Reviewing and adherence to guidelines set forth in the students' *learning agreements*.
3. Providing primary, direct supervision of the intern's daily activities which include:
 - Assigning cases and projects congruent with the student's educational goals
 - Orient students to the agency and their assignments
 - Give on-the-spot positive and constructive feedback to students regarding their performance
 - Focus on the student's skill development
 - Keep notes of supervisory contact
4. Consulting with the MSW field instructor related to the intern's skill areas needing extra attention, in addition to any changes that may be necessary to the *learning agreement*.
5. Preparing or helping in the preparation of the *midyear* and *final evaluations* of the student's performance, including feedback to the faculty field liaison.
6. Familiarity with the *Field Manual*.

7. Meeting with the MSW field instructor and the faculty field liaison at least once during the student's internship to address progress being made and
8. Notifying field instructors and faculty field liaisons when problems arise.

Responsibilities of the Student

1. Accept and abide by policies and guidelines established by the agency. This includes areas such as hours of operation, documentation requirements, participation in required agency meetings, agency policies on confidentiality and protection of agency, staff and client rights.
2. Accept and abide by policies and guidelines established by the Social Work department for the *educational-based* fieldwork experience.
3. Accept and abide by *the National Association of Social Worker's Code of Ethics* at all times.
4. Participate actively in the educational experience of fieldwork by developing the *learning agreement* in conjunction with the field instructor; preparing for and participating in weekly supervision conferences; participating in fieldwork seminar meetings, and participating in the evaluation conferences with the field instructor and faculty field liaison.
5. Function in a responsible manner consistent with social work standards, values and ethics in interactions with clients, colleagues and the community.
6. Provide for continuity of services and treatment during University holiday periods, keeping to the obligations and values inherent in professional social work practice. Students should discuss the scheduling of client visits and fieldwork days during University break periods with the field instructor to ensure continuity of care and appropriate services to clients.
7. Students shall conduct themselves in a professional manner. This includes adhering to dress codes, documentation requirements, agency policy requirements and the willingness to assume the role of a student learner (see *Fitness for Profession* section).
8. If a student suffers an accident or injury, he or she is to seek medical help, complete an *accident/injury report* form (Appendix L) and notify the field instructor and field supervisor within 24 hours.
9. If student has a disability requiring an accommodation, s/he should work with Accessibility Services to identify the type of accommodations needed to support their internship.

Evaluation of Fitness for the Profession

The MSW degree is not awarded solely on the basis of credits earned, but requires evidence of competence, both in academic performance and in meeting the MSW Program standards of *fitness for the profession*. The Social Work program has adopted the following criteria as a necessary (but not altogether inclusive) basis for assessing *fitness for the profession*.

These characteristics are used to evaluate students' performance and attitudes, in class and in the field, while in the MSW Program. The MSW Program at CSUEB has adopted several criteria created by and utilized with the permission of the MSW program at San Jose State University as well as the Educational Psychology Program at CSU East Bay for assessing *fitness for the profession*.

Whenever, in the professional judgment of a faculty member, a student is deficient in one or more of these areas, the deficiency will be discussed with the student and a record kept of that discussion. If, after a reasonable length

of time the student has not addressed the deficiencies, the MSW Faculty Field Liaison should be notified, as well as the Field Education Director if the issue concerns performance while at internship. After reviewing the situation, any of the aforementioned faculty members may request the Student Performance Committee to review written records and confer with the student. The findings and recommendations of the Student Performance Committee should be submitted in writing to the Social Work Program Director, with a copy to the student. Student's grievance procedures may be employed if the student believes that the faculty or committee acted in an arbitrary or capricious fashion.

FITNESS FOR THE PROFESSION CRITERIA

If any student at any time is unable to meet the below core competencies/standards the student will explore with MSW Faculty his or her fitness for professional social work. At such time, appropriate accommodations will be explored to help the student meet the standards outlined below. The MSW program at California State University East Bay fully complies with disability nondiscrimination statutes and will support disabilities access as well as the use of auxiliary aides and services prescribed by the University’s Accessibility Services (AS) to help assist any student in meeting the core competencies/standards listed below.

1. Ability to maintain professional rapport and relationships with clients, colleagues, and classmates.
2. Ability to maintain professional ethics by adhering to the NASW Code of Ethics; ability to demonstrate integrity in relation to:
 - a. Ethical practice
 - b. Confidentiality
 - c. Respect
 - d. Honesty of communication
 - e. Documenting time
 - f. Following through on obligation and contracts
3. Ability to communicate clearly, purposefully, and appropriately.
4. Ability to differentiate between personal and professional attitudes, values and beliefs.
5. Ability to evaluate, modify, and explain practice decisions.
6. Ability to take direction and assume responsibility for one’s own learning.
7. Ability and willingness to evaluate own professional goals, strengths, and limitations
8. Ability to apply concepts, information and skills appropriately for use in effective problem-solving, intervention and other social work practices.
9. Ability and willingness to take appropriate risks in order to learn and grow professionally.
10. Ability to assess one’s own impact on others.
11. Ability to demonstrate respect for diverse lifestyles.
12. Ability to take responsibility for decisions.
13. Ability to hear and consider viewpoints different from one’s own.

Whenever in the professional judgment of a MSW faculty member, a student is deficient in one or more of these areas, the deficiency will be discussed with the student and the record kept of that discussion. If after a reasonable length of time the student has not addressed the documented deficiencies, the faculty member will notify the student’s MSW Faculty Advisor. The Field Education Director will be notified also if the issue concerns performance at an internship. After reviewing the situation, any of the aforementioned faculty members may request the Student Performance Review Committee to review written records and confer with the student. The findings and recommendations of the Student Performance Review Committee will then be submitted in writing (Using the Social Work Program Professional Conduct Rubric) to the Social Work Chair, with a copy to the student. If the student believes that the faculty or committee acted in an arbitrary or capricious fashion, s/he can submit a statement of concern to the University Fairness Committee.

I attest to having read the above information on professional disposition and am aware that I am held to comply with these core competencies/standards for the profession. I am aware that an accommodation may be made available to me through CSUEB Accessibility Services (AS) located on the CSUEB campus to help me reach or maintain these core competencies/standards.

Student Name (Print): _____

Student Signature: _____

Date: _____

Fieldwork Basic Policies and Procedures

Eligibility for Enrollment in Fieldwork

1. Before a student can begin field, he/she must furnish proof of **Student Professional Liability insurance**. Students will be given instructions on how to purchase the insurance from the National Association of Social Workers (NASW).
2. **Title IV-E students are required to submit to a background check administered by CSUEB's Department of Public Safety via a live scan** before they can be placed in the field. Results will be forwarded to the department.
3. Some agencies may require certain proof of clearances prior to placement, e.g., medical clearance, TB clearance, proof of measles vaccination, proof of completion of certain training activities, criminal background check, etc. Students placed in agencies requiring these clearances are responsible for completing the necessary activities or forms and submitting them to the agency. Failure to submit the necessary clearances will result in the student not being placed in the agency and therefore ineligible for fieldwork. Some agencies may require random drug screening(s) at anytime during the year. Students must be willing to participate in these additional screens/evaluations and give permission for the results to be provided to the School when requested. If a student fails these screens they may become terminated from their placement and will need to meet with the faculty field liaison and field director to review the student's ability to continue in field. Student performance and conduct will be based on the *fitness for the profession* criteria. Students not meeting criteria will be terminated from the program.
4. **Foundation Year Traditional Hayward and Oakland students complete a minimum requirement of 16 hours per week in field totaling 160 hours per quarter x 3 quarters = 480. Advanced Year Traditional Hayward and Oakland students complete a minimum requirement of 20 - 24 hours per week in field totaling 200 hours per quarter x 3 quarters = 600.**

Oakland students have two (2) field options to choose from. The options are: traditional academic year placement (16 hours per week Foundation year, 20-24 hours per week Advanced year), and extended (a series of two (2) 12 hours per week for 45 weeks). Regardless of the option chosen, the total number of hours to be completed as required by the CSWE, are the same: 1,080.

Some agencies may require the student to be in field more hours but these extra hours cannot be counted toward the minimum required for the next quarter. Hours cannot be accumulated and carried over. Students when accepting a placement at an agency, agree to the terms and conditions outlined by the agency including background checks and work schedules. Modified schedules will need to be approved by the field director.

5. Students must be enrolled in a fieldwork seminar class while in a field placement.
6. Students must have access to public or private transportation to and from their field site.
7. Title IV-E and CalSWEC II Mental Health stipend students must have use of a car and carry the required licenses and insurances. Students may not transport clients in their personal cars.
8. Students must possess sufficient emotional maturity to succeed in the field's learning environment and maintain a professional manner consistent with their level of professional education. Deficiencies in any of these areas may result in the delay of field placement or recommendation for disqualification from the MSW program. Once disqualified from field, the student is ineligible to continue in the program.

9. Hayward students are given three different agencies pre-selected by the field department to interview with. Hayward students not placed by the fourth week of their first quarter may be dismissed from the program.
10. Oakland students will be given three different agencies pre-selected by the field department to interview with. Students must be placed by the fourth week of their beginning field quarter. Students are to refer to the *master field calendar* (Appendix E) for exact dates of their selected field option.

Sequencing in Fieldwork

1. Students must remain in their fieldwork placement for the entire fieldwork period and attend a fieldwork seminar each quarter. Students cannot attend the fieldwork seminar if they are not actively placed at an approved field site. If a student discontinues fieldwork prior to the end of the fieldwork period, he/she will become ineligible to attend the fieldwork seminar and will be terminated from the program.
2. Students do not have an option of receiving a grade of NO CREDIT in lieu of fieldwork. Any student not actively participating in the fieldwork experience will be terminated from the MSW program. If a student withdraws from fieldwork without permission from the field director, he/she will be terminated from the program.
3. Students who withdraw from fieldwork in the middle of a fieldwork period must be certified by the fieldwork faculty that they are in good standing and were making satisfactory progress at the time of their approved withdrawal. All withdrawals must be done in writing. The special circumstances necessitating the discontinuance of fieldwork will be discussed with the field instructor, faculty field liaison and field director. If these special circumstances are judged as meeting the requirements for accommodation then appropriate arrangements can be made for the restart of fieldwork activities. The field director will determine the specifics and timing of the student's re-entering the fieldwork sequence.
4. Prior to the student's re-entry into the fieldwork sequence, a meeting will be held with the student and field director to re-establish readiness to enter fieldwork, review coursework and audit requirements, and make final arrangements for the fieldwork placement.
5. Any student who finds that he/she must defer their enrollment in fieldwork due to extenuating circumstances, e.g. illness, personal emergency, etc. must discuss this issue with the field director and receive written approval for this request. The course schedule of the student must also be adjusted to reflect the taking of appropriate concurrent courses when re-enrolled in fieldwork.
6. The ongoing completion of fieldwork hours will be monitored throughout the academic year. Hayward and Oakland students will keep track of their hours monthly on a *Record of Practicum Hours* form (Appendices D and D.1). Students may not "bank" hours and complete fieldwork prior to the end of the fieldwork period. Students that fail to meet the minimum hours requirement will not receive credit for the field seminar and must meet with the faculty field liaison to develop a plan to complete hours. Failure to develop a satisfactory plan may result in termination from fieldwork.
7. Students are expected to adhere to the *Master Field Calendar* (Appendix E) for all fieldwork activities, including beginning and ending dates of fieldwork and identified winter and spring break quarter periods. University holidays are indicated on the *master field calendar*: (Thanksgiving, Christmas (two-week winter quarter break), Martin Luther King Day, Caesar Chavez Day, spring break, Independence Day, Memorial Day and Labor Day). Students are not

required to be in fieldwork on University holidays unless a client emergency requires their participation. Students may start their field placement before the start of the academic year if required and agreed upon when their placement was approved. Students are not allowed to work directly with clients until the start of the academic year.

8. Students are expected to maintain continuity of service to their clients during University break periods (winter break - two weeks, and spring break - one week). Students are instructed to discuss their cases with their field instructor to assure that client continuity and a professional level of social work service will be provided during any student absences over University break periods.
9. If a student misses hours/days in fieldwork due to illness or other special circumstances, the missed hours must be made up. A plan for making up missed hours must be completed and shared with the field instructor within one week of the missed days.
10. If a field day falls upon an agency-observed holiday that is not observed by the University, the student must make up the missed hours.
11. No fieldwork credit will be given for any student's work or undergraduate educational experience prior to admission to the MSW program.
12. Student's sign an *Application for Field Placement* form (Appendix B) that they will accept the fieldwork placement(s) assigned to them.
13. Some agencies may be able to offer fieldwork students extended experiences as paid staff following the fieldwork placement period. These situations are handled directly between the agency and student. The University has no involvement or responsibility for the student, and hours worked under these circumstances may not be counted for subsequent fieldwork hours. The student professional liability insurance coverage does not remain in effect in these situations.
14. Students are expected to remain in the same placement for the entire academic year period. If a situation develops where a change is necessary or advisable, the student, field instructor, faculty field liaison, and field director will be collaboratively involved in problem resolution.

Practice Requirements

Field Hours Requirements - Hayward Campus

Hayward students complete 1,080 hours of fieldwork during the course of the MSW program. These hours must be completed in two different social services agencies.

Fieldwork hours are scheduled during normal agency hours of operation (8 AM-5 PM) Monday through Friday. Occasionally, there are approved agencies that operate during early evening hours. The appropriate supervision and master's level work must be available for an evening hour placement to be considered and approved.

The fieldwork agency will identify the hours of the week that are most appropriate for students to participate in learning experiences. Academic year placements normally take place on two or more days of the week on which on-campus classes are not scheduled.

On rare occasions, a field agency may arrange for field hours to be distributed over three or more days. This individualized arrangement will be mutually agreed upon by the field instructor and student and approved by the field director. In all cases, field hours must be scheduled a minimum of four hours at a time.

OPTION	YEAR	CAMPUS	HOURS PER WEEK	HOURS PER QUARTER	NUMBER OF QUARTERS	TOTAL
TRADITIONAL	1st	Hayward	16	160	3	480
	2nd	Hayward	20 -24	200 - 240	3	600
						1080

Field Hour Requirements - Oakland Campus

Oakland students complete 1,080 hours of fieldwork during the course of the MSW program.

The 3-year MSW field program seeks to provide flexibility in meeting field requirements for the working students by offering the following two (2) options:

1. Traditional *Description:* A series of two (2) academic-year internships in years two and three. Students work 16 hours per week year two and 20-24 hours per week year three. Days and hours of field placement are much more flexible and can include nights and weekends to accommodate work schedules.

Recommended for: Students who are interested in gaining experiences at two different agencies, students with less than two years of social work-related experience and students who have work schedules that will allow them to complete this field schedule.

Not recommended for: Students who will risk losing current employment if they work such a schedule.

OPTION	YEAR	CAMPUS	HOURS PER WEEK	HOURS PER QUARTER	NUMBER OF QUARTERS	TOTAL
TRADITIONAL	2nd	Oakland	16	160	3	480
	3rd	Oakland	20-24	200 -240	3	600
						1080

2. Extended *Description:* A series of two (2) internships in which the student works for 12 hours a week/45 weeks per year for two (2) years.

Recommended for: Employer-based placements for students who already work in a large social services agency and whose employers will allow them to work 1.5 days per week in a different department with a different supervisor, doing MSW level work, for pay or as an unpaid intern. Also recommended for experienced students who are interested in this type of fieldwork placement.

Not recommended for: Students with less than two (2) years of social work experience.

OPTION	YEAR	CAMPUS	HOURS PER WEEK	NUMBER OF WEEKS	TOTAL
EXTENDED	2nd	Oakland	12	45	540
	3rd	Oakland	12	45	540
					1080

Attendance

The student is expected to comply with the days and hours assigned by the agency and the agency's personnel policies and practices as well as the CSUEB MSW Programs' approved hours and days. Field Instructors having a concern about attendance should notify the Faculty Field Liaison immediately utilizing the *Early Concern Notification* form (Appendix Q).

Any necessary anticipated absences must be negotiated with the field instructor as early as possible. In the case of an unanticipated absence (illness or emergency), the student shall notify the field instructor immediately of the circumstances. Failure to notify the field instructor could result in discontinuance of the student in the fieldwork

placement and a NO CREDIT grade. Scheduling of make-up hours should be completed as quickly as possible after the absence.

Case Assignments

Students need as broad a range of case assignments as possible related to ethnicity, race and culture, age, gender and sexual orientation. Following the foundation year guidelines students need micro, mezzo, and macro practice experiences with individuals, families, groups, organizations and communities. Advanced year students follow the guidelines established for the community mental health (recovery, anti-stigma model) and the children, youth, and family curriculum. All Field Instructors can access copies of the appropriate foundation and/or concentration year field syllabi on the Department's website- <http://class.csueastbay.edu/socialwork/>.

Days in Field Placement

Hayward foundation year students must be in field placement a minimum of 16 hours per week Tuesdays, Thursdays, or Fridays. Advanced year Hayward students must be in field placement a minimum of 20 hours per week on Wednesday, Thursday, and Friday. These days cannot be changed without the approval of the Faculty Field Liaison. Oakland students' days and times in field vary due to work schedules. All students must complete the minimum hours requirement of 1,080 hours required by CSWE.

Mandated Reporting

Students are expected to become familiar with the legal mandates and professional responsibility for reporting Child Abuse and Neglect, Elder Abuse and Neglect, and legal mandates when an individual may threaten harm to himself or to others. Meeting such legal mandates is a professional responsibility and failure to take action may result in questionable professional conduct that may affect the final grade in field practicum.

Student Professional Liability Insurance Requirements

The Social Work department requires students to purchase student professional liability insurance coverage through the National Association of Social Workers (NASW) prior to starting field. Applications are available online through NASW, in the social work office and are available at orientations. Students may not be placed in field without proof of student professional liability insurance coverage.

Standard of Care Expected by Students

Social work students are not held to the standard of care of fully qualified professionals, but rather that of a reasonable student. However, they will be expected to be competent for their position and have greater skills than lay people. They will also be expected to know their own limits and when it is appropriate to refer the case to, or seek assistance from more qualified staff.

Students are expected to:

1. Adhere to the *NASW Code of Ethics*, the *Welfare and Institution Codes* that regulate agency programs and practice, and to demonstrate *Fitness for the Profession* (see *Fitness for the Profession Policy*).
2. Adhere to policies and requirements established by the MSW Program.
3. Recognize and practice strict confidentiality in using information gained during work in agency placement; to participate in agency or MSW Program committees or meetings that deal with personal and professional matters, i.e., as student representative in Admissions, Field Education, or Stipend Committees, agency staff meetings, case consultations or interagency collaborative work.
4. Adhere to procedural guidelines in the MSW Program and Agency: submitting documentation, presenting requests and information in written form following professional guidelines, being responsible for deadlines, and being respectful of organizational and hierarchical delegation of functional responsibilities.

5. Attend required orientation activities, practicum seminars, placement activities, conferences, and interviews. Lateness and absence require approval from the Faculty Field Liaison, who will provide a substitute assignment or necessary information.
6. Negotiate with the Field Instructor a *Learning Agreement* beginning the first quarter of practicum experience.
7. Participate in the assessment processes of faculty field liaisons and field placement agencies as directed by the Field Director and Director of the MSW Program.

Safety

Students cannot be insulated from the risks in providing services to people, institutions, and communities in crisis. Students frequently lack the experience and skills that help seasoned practitioners assess risk and take appropriate precautions. During the field education orientation in the fall, students are made aware of basic safety measures. Such measures should be reinforced and expanded upon in the student field placements in order to ensure the safety of students. Field Instructors are asked to ensure that each student be provided information early in placement (first two weeks) on the basic safety and emergency procedures of the agency. These procedures should be carefully discussed with the student and reviewed periodically.

Fieldwork agencies should discuss:

1. Building and office security (including that the student may not be alone in the building).
2. Emergency procedures, including when and how to summon security or police assistance.
3. Staff responsibilities and procedures for management of violent, or potentially violent clients, including reviewing with the students what to do if a client becomes agitated in the interview, how to structure the office environment to maximize safety, use of panic buttons, etc.
4. Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided.
5. Procedures for reporting sexual harassment.
6. The Field Instructor and field placement agency should insure that each student is provided with copies of the above policies and, as a part of the student orientation, should provide training on safety issues and procedures most relevant to the agency setting and clients served.
7. The student's Field Instructor should know where the student is during fieldwork hours and should discuss with her/him procedures for office check-in when the student is out in the community. The Field Instructor should anticipate with the student any activities that may require special planning with regard to the safety of both clients and students.
8. The Field Instructor should be sure that the student knows how to summon help if it is needed, both in the office and in the community. Professional backup must be available to students working out of the office as well as to those working in the office.
9. The Field Instructor should thoroughly prepare students for home visits, and particularly consider and/or emphasize the following:
 - a. Selection of clients and home environments that are not presumed to be dangerous to the student;

- b. Provision of a safe means of transportation, whether by agency vehicle, the student's vehicle, or public transportation;
- c. Discussion of neighborhood, including any potentially dangerous areas, times to be there, etc.;
- d. Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;
- e. Clarification of the purpose of the home visit, and the development of a clear plan;
- f. Discussion of what to do should the client or anyone else present a threat to the student; and
- g. Provision of appropriate support and backup to the student. This might range from accompaniment by another worker or police officer to the availability of a telephone.

Strike Policy

The Social Work department's policy regarding student field placements and strikes/work actions is based on principles of educational integrity and focuses on how educational expectations, goals and objectives can be met and maintained. The interest of the student's educational experience rather than the merits of any given strike or work action is of primary consideration. It is the Social Work department's belief that a strike-bound agency is not able to provide a climate conducive to a sound educational experience.

In all cases, it is the responsibility of the Social Work department to meet with students who are confronted with a potential or actual strike situation in order to assist the student in developing a clear understanding of the relevant issues in regard to the strike and an understanding of the implications of the strike for the student's field education experience. Issues around responsibilities to clients during strike situations will also be discussed in field seminars or in special departmental meetings with students.

Travel and Travel Expenses

1. Students are expected to provide transportation access to and from their field placement site. Because of the wide geographic areas served by our field placement agencies, it is expected that students will have transportation available to them for field-related activities.
2. The University does not assume responsibility for student travel expenses.
3. The University does not assume responsibility for any claims arising from the use of an automobile by the student in the completion of fieldwork activities.
4. Students may not transport clients in their personal vehicles. Agency vehicles must be used. Any transporting of patients must be signed off by the field director prior to transport.
5. Some agencies requiring major travel activities reimburse for mileage accumulated during the placement hours. No agencies reimburse students for their travel to and from work, nor is this time counted as part of the internship hours.

Unprofessional Behavior

Failure to adhere to the *NASW Code of Ethics* and/or engagement in irresponsible behavior will be documented by the field instructor who will then advise the student of the nature of the breach. The faculty field liaison will be advised of the breach and a meeting of the student, field instructor and faculty field liaison may be arranged to determine the disposition of the case.

Fieldwork Seminar

The fieldwork seminar provides a forum for the integration of classroom and fieldwork learning, including the integration of social work values and ethics. The seminar provides an opportunity for students to examine and understand their professional roles, assists them in understanding the dynamics of personal change, and helps them in the examination and integration of personal and professional values.

Attendance, Participation, and Performance in Seminar

Students meet weekly in their fieldwork seminar. Attendance and participation are mandatory. Hayward students who miss more than three seminars may receive a NO CREDIT. **Oakland students** missing more than one in-person seminar will jeopardize the passing of the course.

Evaluation of Student Performance in Fieldwork

Evaluating Fieldwork

Written evaluations for evaluating fieldwork are completed by the field instructor, using the University's CREDIT/NO CREDIT grading system. Depending on which field placement option chosen, students receive a minimum of two evaluations each year. Traditional/academic year students receive three evaluations each year: one at the end of each academic quarter. These are called the *1st Progress Report*, *Mid-Year Progress Report* and *Final Evaluation* (see Appendices R, S, and T). Extended students receive four evaluations each year: Summer quarter, fall quarter, winter quarter and spring quarter. Deadlines for each evaluation are listed on the *Master Field Calendar* (Appendix E.). It is necessary that the field instructor observe these dates to ensure that the student is not penalized with an INCOMPLETE for fieldwork.

The student participates in the evaluation process, setting goals and noting areas in need of improvement. Field performance expectations are organized into eight objectives or student learning outcomes (SLO's):

- Values and ethics
- Professional Use of Self
- Critical Thinking
- Applying Theory to Practice
- Advocacy
- Diversity
- Communication
- Utilizing Evidence-Based Practice

Each objective has measurable goals outlined in the *learning agreement* used to structure the field experience and to evaluate the student's performance. The students must demonstrate adequate performance and skill in all seven areas in order to pass field practicum.

The evaluation of student performance and development in the field is a continuous process and involves mutual participation and contributions by the student, the field instructor and the faculty field liaison. It is the primary responsibility of the field instructor to determine to what degree the student has met the criteria established for performance in field, based in part on the *learning agreement* (Appendix C). The field instructor rates the student's fieldwork as satisfactory or unsatisfactory. Final responsibility for the recording of a CREDIT vs. NO CREDIT grade lies with the faculty field liaison. As stated earlier, a NO CREDIT grade in field results in a referral to the Student Performance Committee.

Faculty field liaisons visit the student's field site twice a year, although more frequent visits may at times be warranted. In addition to regular visits to field agencies, faculty field liaisons, fieldwork instructors and students use specific evaluation techniques and instruments to monitor student learning and field instruction effectiveness. The process of evaluating student performance in the field is a continuing one that is pursued consciously and actively throughout the program. The school's position is, as in other courses, that the student must take responsibility for learning, progress and self-assessment. The student's self-appraisal is consistent with a

philosophy that encourages self-determination, self-awareness, and motivation to work towards achieving the highest level of development possible for the individual. Therefore, each student is required by the field instructor to actively engage in the evaluation process. Ongoing evaluation occurs via individual conferences between the student and field instructor.

The formal evaluations are shared orally and in writing with the student and school. While the content of each evaluation is distinct, each assists the field instructor and student in identifying learning needs and assessing progress toward the overall objectives. All evaluations are expected to be mutual undertakings in which both parties participate; however, the field instructor is ultimately responsible for the evaluation of the student's performance. The evaluation process is an integral part of the teaching-learning experience and helps to determine the extent of the student's progress in relation to the student's educational expectations and plans. The field instructor and the student discuss the evaluation in a specially scheduled evaluation conference. The field instructor is responsible for clarifying the purpose and the structure of the evaluation in advance. Both parties individually prepare for the conference by reviewing their teaching-learning experiences to date - the *learning agreement*, the evaluation instrument, educational-recordings, conferences, notes and any other relevant materials. Field instructors, students and faculty field liaisons must sign the written evaluations. Students and field instructors are encouraged to keep a copy of the evaluation for their records. The original copy is submitted to the faculty field liaison and filed in the student's field portfolio.

Expectations for student performance are based upon the continuity and sequence of the two years of field. Therefore, the evaluation process is progressive in nature, with each year building on the experiences of the preceding year. The rate of this progression will vary depending upon the particular individual, but each student should achieve the minimum expectations for each quarter and should show sustained growth throughout the year.

Evaluations are considered part of the planning process. Initially, the student works with the field instructor to plan learning activities. This plan is formalized in the *learning agreement*. The *learning agreement* is a flexible document that can be modified throughout the year by the field instructor and the student. Major changes should be cleared with the faculty field liaison. The *learning agreement* provides a structure for the placement experience, and it is the means through which expectations are delineated. It is the focus of both the student's and the field instructor's attention during the first weeks of placement. It is the student's responsibility to complete the written document, while the content should represent mutually agreed upon objectives. Students are responsible for submitting the *learning agreement* on the dates specified in the *Master Field Calendar*.

Like the evaluations, the *learning agreements* are to be signed by the student, the field instructor and the faculty field liaison. Students assigned to the Title IV-E program use *learning agreements* and receive evaluations specifically designed to prepare them for work in public child welfare settings. CalSWEC II students have a similar relationship between the *learning agreement* and community mental health competencies.

A student may not advance to the advanced year of field instruction until he or she has successfully completed the first year of field instruction. Successful completion of both years of field instruction is required for the MSW degree.

Grading Policies for Fieldwork

1. The CREDIT/NO CREDIT system of grading applies to fieldwork and the field seminar. A student must be enrolled in a field seminar class in order to receive a grade of CREDIT or NO CREDIT.
2. A passing score for field will be based on at least an 80% score of all work submitted per quarter. This includes a satisfactory score from the agency field instructor. All paperwork must be submitted on time. Students who do not submit all field paperwork and assignments are subject to earning a NO CREDIT/NC or INCOMPLETE/INC for the course based upon circumstances.
3. Students who receive a NO CREDIT will not be permitted to register for the next field course and

will be subject to review from the Student Performance Committee.

4. Students who receive an INCOMPLETE will not be permitted to register for the next field course until the previous INCOMPLETE is changed to a CREDIT. If a grade of INCOMPLETE is given in a fieldwork course, the remaining course requirements identified by the instructor and student must be completed prior to the next quarter of fieldwork, as each quarter is a prerequisite for the subsequent quarter. The completion date for course requirements will be indicated on the INCOMPLETE grade form prepared by the instructor and approved by the field director.
5. If a student receives a grade of INCOMPLETE in fieldwork, the hours completed during the quarter in which the INCOMPLETE grade was given will count toward the total completed fieldwork hours upon meeting all course requirements and a change in an INCOMPLETE grade to a grade of CREDIT.
6. An INCOMPLETE grade may be given to allow a student who shows potential and needs additional time to demonstrate a full grasp of the required skill level. In order to receive credit, the student must demonstrate the appropriate level of skill. This may require the completion of additional hours beyond the standard hour fieldwork period and may involve a new agency setting and field instructor as well as a new faculty field liaison assignment. In this case, the new faculty field liaison and field instructor will be informed about the circumstances of the agency reassignment as well as the performance areas needing attention.
7. A grade of NO CREDIT in fieldwork means that a student will not be allowed to continue in the program, as successful completion of fieldwork is a requirement for continuation in the MSW program.

Disability Accommodations

Accessibility Services

Students with disabilities may receive accommodations by registering with Accessibility Services. Students with temporary or permanent documented disabilities are provided classroom accommodations, standardized test accommodations and other assistance.

To apply for accommodations, complete the Accommodations Request Form each quarter after you register, with a printout of your class schedule attached. Forms are available at Hayward Accessibility Services (510) 885-3868.

Disability Considerations for all Internships

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act are designed to encourage the full participation of persons with disabilities in society, including higher education. Both require many entities — including internship programs — to provide certain accommodations to persons with disabilities so that they may enjoy the same benefits, experiences, and opportunities as those without disabilities.

These statutes prohibit discrimination against a disabled but "otherwise qualified" person applying to internship programs. It is important to recognize that internship programs must judge applicants on the basis of their ability to complete the training program rather than on their status as disabled persons. In other words, applicants with disabilities must be able to perform the "essential functions" or meet the "essential eligibility requirements" of the program once they have been provided with any needed accommodation or modification. Each internship site must determine the "essential functions" or "essential eligibility requirements" of its own training program. Pre-admission inquiries as to whether a person is disabled are not permitted, but an internship program may seek as much information as is needed to make a determination that an individual can perform the "essential functions" or meet its "essential eligibility requirements."

An internship site suggests some overlap regarding coverage under the ADA and Section 504 of the Rehabilitation Act. The university has the ultimate responsibility for the student's academic progress, but the internship site generally assumes the duty for supporting the provision of all necessary accommodations, and monitors the environment to ensure that no discrimination occurs against internship trainees with disabilities.

Site Selection

The selection of an internship site is a key factor in providing an optimal environment for academic and professional development. It is important to choose an internship site that maximizes the strengths of each person with a disability and one that can accommodate individual learning and working styles. Students must identify the most critical factor(s) in determining an optimal placement. For example, one student with a traumatic brain injury selected a small internship setting that had a basic daily routine.

Requests for Disability Accommodations

Prior to acceptance by an internship site, applicants with disabilities are not required to declare, nor may institutions inquire about the presence of a disability. The applicant is not required to inform the Field Director, faculty field liaisons, or field instructors about his or her disability at any time before, during, or after the application process. Should the applicant need an accommodation during an interview (a sign language interpreter, for example) he/she should make this accommodation request well in advance of the meeting.

If a student knows that he or she will require accommodations at the internship site, it is best that the student disclose as early as possible, either orally or in writing, to the appropriate person early in the process. Internship programs must make reasonable accommodations or adjustments for qualified individuals with known disabilities. An institution is not liable for failing to make accommodations or adjustments for a student's disability if the individual does not disclose the disability and request assistance. It is imperative that, at this stage of the educational process, students become effective self-advocates, responsible for planning all aspects of their education, and ensuring that the proper administrators and staff know of any special needs.

The process of providing reasonable accommodations should proceed in an individualized, rational and systematic fashion. If a qualified intern with a disability identifies the need for an accommodation, the training site should make a fair attempt to provide an accommodation that will give the individual an opportunity to be equally effective in performing the position's essential functions and to enjoy benefits and privileges equal to those enjoyed by other individuals.

Fieldwork Placement Procedures

Students Entering Foundation (First) Year Fieldwork

1. As part of their application packet, Hayward students complete an *Application for Field Placement* (Appendix B) form in which they are asked to select their top five choices in a variety of social service areas, such as aging, corrections, child welfare, mental health, disabilities, and so on.

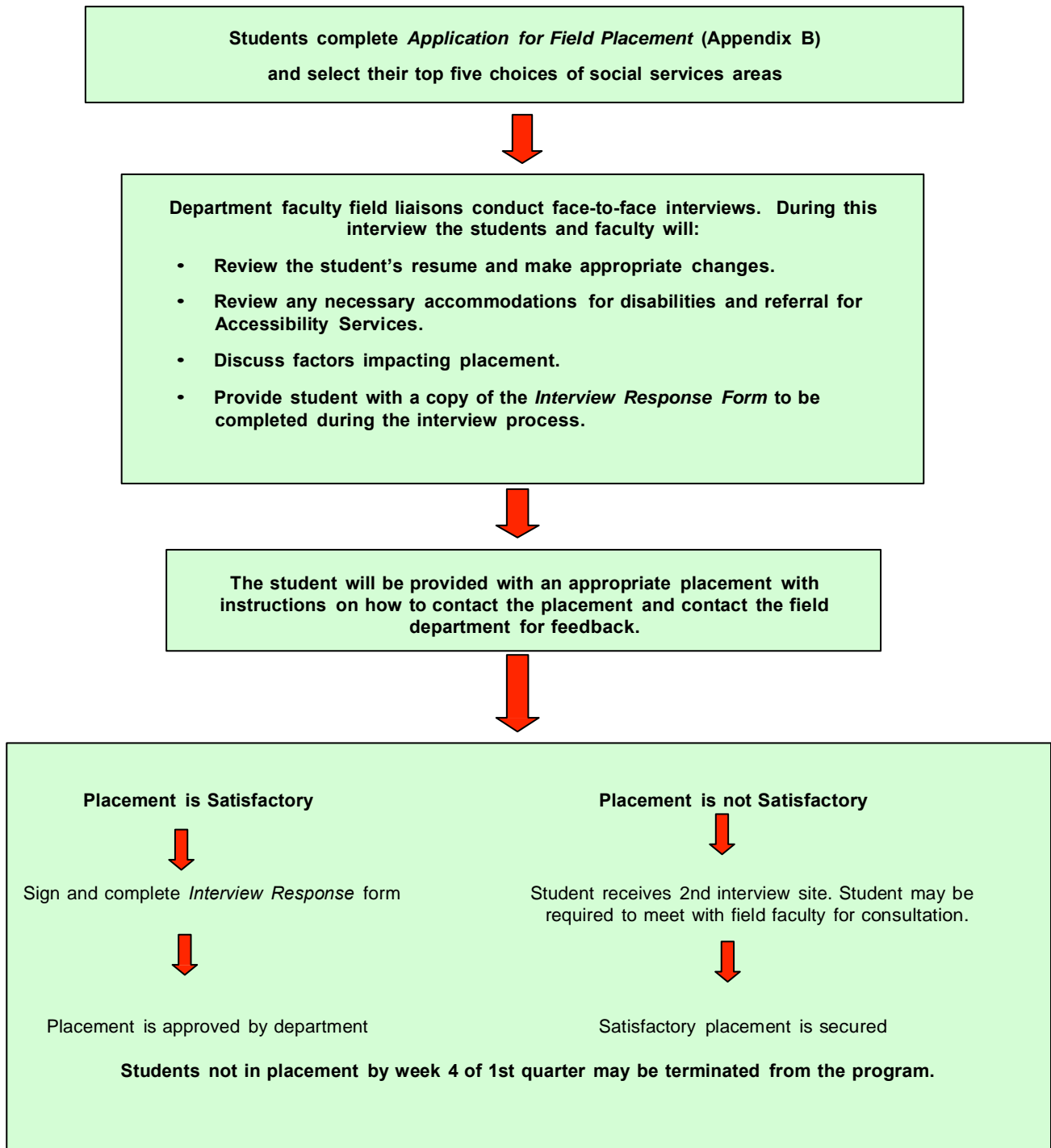
First year Oakland students are asked to attend the Intern Fair winter quarter to interact with agencies for their upcoming placements. After attending the Intern Fair, Oakland students are given the *Application for Field Placement* (Appendix B) form in which they are asked to select their top five choices in a variety of social service areas, such as aging, corrections, child welfare, mental health, disabilities, and so on.

2. The departments' Faculty Field Liaisons meet with all students individually to review their application and identify their interests and areas of growth and development needed. Faculty Field Liaisons choose a field placement site they feel is a good match based on the student's area of interest and experience.

3. The student is referred for an agency interview where the student and interviewer complete a *Student/Agency Interview* form (Appendices F, F.1).
4. If the placement is agreeable with the student and agency, the confirmation box is checked and the information completed on the *Student/Agency Interview* form. One copy is returned to the field department and one copy is retained by the Agency.
5. Students are required to notify the field department of the interview results and have the confirmation paperwork returned to the Social Work Department.

The field director makes final determination of placement approvals.

Foundation (1st Year) Flowchart



Students Entering Advanced (Second) Year Fieldwork

- Students complete an individual interview with faculty field liaison.
- Students must complete an *Application for Field Placement* (Appendix B) form and submit a current resume.
- Students are encouraged to attend the Social Work department's Intern Fair to meet agency representatives of potential placements.
- Students complete a *2nd Year Placement Interest* form (Appendix G) and list their (3) top agency placement choices. If contact was made with an agency at the Intern Fair, students may contact the agency directly. All other referrals for interviews must go through their faculty field liaison.
- Students are given the name and contact person of (3) agencies and are instructed to arrange and complete all of the placement interviews. The interviewer completes a *Student/Agency Interview* form (Appendix F). The student is responsible for seeing that this form is returned to their faculty field liaison. Feedback is elicited from both the student and the prospective field instructor with each indicating acceptable and non-acceptable matches.
- Final selection of their placement is made by the field director or his/her designee and the student is informed of the placement assignment. Students are required to notify field instructors with whom they interviewed to inform them that they have been placed in another agency.

Advanced (Second) Year Flowchart

Students complete interview with Faculty Field Liaison to discuss their learning needs.

ê □

Student completes an *Application for Field Placement* (Appendix B) and submits this with a current resume.

ê □

Students attend the Intern Fair to meet representatives of potential placements.

ê □

Students complete *Placement Interest* form (Appendix G) and list their top 3 choices.

ê □

Student referred to interview with agency and decides if placement is agreeable to both.

ê □

Complete *Student/Agency Interview form* (Appendix F) and return to University.

ê □

Field Director makes final determination of placement.

Students At-Risk for Failure of Practicum Courses

The evaluation of a student whose performance and aptitude have been judged unsatisfactory should be, insofar as possible, the result of a mutual evaluation by the student, field instructor and faculty field liaison. It should occur early to avoid unnecessary delay in the student's schedule for completion of his/her studies.

Field instructors are required to use the *Early Concern Notification Form*. (Appendix Q) to alert faculty field liaisons and document early identification of students who may need additional support or who are at-risk of obtaining an unsatisfactory rating.

It must be recognized that some students will demonstrate problems in the field that simply could not have been detected in the classroom, or at least were not sufficiently problematic to warrant the student's discontinuance from the program. The field instructor and/or the student may initiate a review.

Whenever there is a question about a student's progress, for whatever reason, the **field instructor** should:

1. Document the lack of progress
2. Immediately share the concerns with the student; and
3. Contact the designated faculty field liaison and/or the field director for consultation as soon as possible.

Whenever there is a question about a student's progress for whatever reason, the **student** should:

1. Ask for clarification in writing
2. Share any concerns regarding the quality and quantity of supervision with the field instructor and be explicit about learning needs; and
3. Contact the designated faculty field liaison and/or the field director for consultation as soon as possible.

The Review Process

Any behaviors that may cause the field instructor or student to question their achievement of professional development should result in a review of the situation in its total context. The student demonstrating a field performance problem must be viewed as the educational responsibility of all concerned parties.

1. The field instructor has the primary responsibility for documenting and evaluating achievement, or lack thereof, of the course objectives. However, review of the situation by the field instructor, faculty field liaison and student occurs at the request of either the field instructor or the student when a problematic situation arises.
2. The outcome of the review will ordinarily be a written educational plan as outlined in the *learning agreement* with specific requirements for what the student needs to do in order to continue in the field placement and successfully complete the field instruction course. More specifically, the outcomes of this review may be:
 - (a) The student remains in the field placement with clearly specified goals, tasks and measurable objectives agreed upon by all parties. This may require additional evaluation in the form of progress reports or additional site visits to review the student's performance. The student will be required to complete additional hours in order to demonstrate sufficient mastery over the assigned tasks.
 - (b) The student leaves the field placement, but an alternative field placement is arranged whereby the student continues in the field instruction course with a possible extension of the required time (only allowable if it is determined that there is a poor fit and that

the student has met or exceeded the standard for MSW students at their level in the CSUEB program).

- (c) The student is asked to withdraw from the field instruction course with the recommendation of withdrawal from the MSW program.
3. The student who is identified as at-risk for failure must be notified of this in writing either on the *Mid-year Progress Report* form or by letter at anytime.
 4. The field instructor may initiate termination of the placement when a student's performance is unsatisfactory according to the objectives of the field instruction course as specified in the student evaluation form and/or where a student fails to meet the primary service obligations of the agency.
 5. The field director must be notified when a student is identified as at-risk when failure or removal from placement is being considered.
 6. The field director is available to all parties for consultation and may request a formal review of the situation.

Termination from Fieldwork

Termination from fieldwork means that the student may be dropped from the program. A student who has received a grade of NO CREDIT may reapply to the MSW program after one year and will be expected to demonstrate progress in those issue areas that were factors in the assignment of the NO CREDIT grade.

Students have the option of appealing their grade according to the policies and procedures outlined in University policy. If a student has other personal issues that are impacting his/her ability to successfully meet the requirements of the MSW program that become evident in the early weeks of the fieldwork placement, he/she may request an educational leave from the program in writing, which would include a withdrawal from all classes in which he/she is enrolled at the time.

A student may be terminated from fieldwork in any situation where there is:

- Imminent danger of harm to clients, other students or other professionals in the agency, i.e. field placement; student is engaging in practice activities that could result in harm to the client, other students and/or other professionals;
- A violation of the *NASW Code of Ethics*, i.e. areas outlined in the *NASW Code* including the social worker's conduct and comportment as a social worker; the social worker's ethical responsibility to clients, colleagues, the agency setting, the social work profession and society;
- Disregard or violation of agency's policies and/or procedures;
- A breach of confidentiality i.e., violation of patient privacy, patient rights, client confidentiality policies and violation of confidentiality policies regarding agency information or agency staff/personnel;
- Unexplained absences i.e., failure to notify field instructor in the case of absence or extended absence with no notification or prior approval by field instructor and/or faculty field liaison; or
- Other significant professional issues or ethical concerns, i.e. dual relationships with clients, lying, or false representation of facts.

The student will be removed from the fieldwork placement immediately. At this point the student will be referred to the Student Performance Committee. During this meeting, the field director, faculty field liaison, the student's graduate advisor, the student, and the field instructor or supporting documentation by the field instructor will be reviewed. Recommendations for subsequent actions will be made to the department chair for possible outcomes that can include referral to the Student Performance Committee and possible dismissal from the program.

There are occasions where issues about student performance in the fieldwork agency arise which necessitate immediate intervention, thereby eliminating some of the identified procedures for handling these issues. A field instructor may request that a student not continue in the agency before the entire procedure for handling a performance issue has been implemented. In these instances, the faculty field liaison and field director will make a determination of the appropriate action steps to resolve the situation.

Procedures for Implementing Termination from the MSW Program

The procedure for implementing the termination process for academic and/or nonacademic reasons includes advising the student in writing of his or her status, a decision made by the Student Performance Committee of the Master of Social Work program, and an opportunity for the student to appeal. Specific steps in the termination procedure include:

1. Any member of the faculty, the fieldwork instructor, the field director, or a fellow student may initiate review by communicating his or her concerns to the chair of the MSW program.
2. The chair will review the concern and notify the student.
3. The student's faculty advisor will then confer with the student to inform him or her of concerns regarding performance; obtain the student's perspective; clarify any information, and determine if the student might wish to withdraw from the program. A student must submit a written request to terminate/withdraw.
4. The faculty advisor prepares a written report that is presented to the student and the chair of the MSW program.
5. The MSW chair, with faculty consultation, refers the matter to the chair of the Student Performance Committee. The chair of the Student Performance Committee talks to any persons with relevant information including, but not limited to, the student, the student's academic advisor, faculty members, fieldwork instructor, field director or other students, bringing the matter to the attention of the program.
6. The Student Performance Committee then makes a decision regarding termination, no termination, or remedial action.
7. The MSW chair implements the committee's decision with written notice to the student. The student may appeal the decision to the MSW chair whose decision will be final.

Academic and Non-Academic Reasons for Termination

The MSW Program is structured in a manner to provide support for students so that termination is unlikely to occur. However, when prevention efforts have not been successful, students may be terminated from the program. Reasons for which a student may be terminated from the MSW Program are:

- Having a grade point average which is less than 3.0 for more than one quarter;
- Receiving a failure or NO CREDIT in the field;

- Exhibiting behavior in class or field that is assessed by the faculty to indicate an inability to perform with the maturity, sensitivity, or wisdom required for satisfactory social work practice;
- Behaving unethically in a situation where the student knew or should have known that the behavior was unethical;
- Exhibiting some difficulty in accepting supervision in fieldwork, thereby undermining his or her learning and also placing clients' well-being in jeopardy;
- Exhibiting unresolved emotional problems that make it difficult for him or her to develop and maintain effective working relationships with clients;
- Exhibiting limited capability to a viable helping relationship with clients due to extreme shyness, inappropriate prejudices or negative predispositions towards clients; behavioral disorders that disrupt the ability to connect with clients in a managed way; and
- Demonstrated lack of motivation to complete the requirements for fieldwork and/or the program.

Grievance Procedures

Procedures for addressing serious problems in field performance have been developed and made available to all field instructors and students. These procedures deal with those problems that are more severe than would be expected in the usual course of field learning. The intent of these procedures is to:

1. Maintain standards in performance
2. Provide students with clear, detailed feedback regarding identified problems and performance expectations; and
3. Provide students with due process.

The procedures consist of four levels of problem resolution. The first level usually involves only the student and field instructor; the second involves the student's field instructor and faculty field liaison; the third involves the field director; and the fourth the Student Performance Committee of the MSW program. These steps are sequential. The first level utilizes informal and/or formal discussion between the student and the field instructor, identifying problems and outlining ways to address and remediate them. The second level utilizes time-limited contracts, which define the issues, the measures to be taken, and outlines the possible consequences. The third level involves the field director when further mediation and options are necessary. The fourth involves the Student Performance Committee when the first three levels are not sufficient in resolving the problem. The recommendations of the committee are forwarded to the director of the Program who makes the final decision.

Procedures to Follow in Addressing Significant Problems in Field Instruction

The MSW Program is committed to helping the student learn and achieve. To this end it is believed that potential obstacles to the development of professional practice should be identified as early as possible in order to best assist the student in overcoming them. Obstacles may include: severe learning blocks, failure to carry out assigned tasks and responsibilities, inappropriate behavior in the agency, serious failure to meet client needs, and failure to demonstrate practice skills expected at various levels of progress in the field education course. This is not an exhaustive list, but broad categories of significant problems. When there are any obstacles identified by the field instructor, the field instructor should promptly communicate them to the student.

It is assumed that the procedures outlined below will only be initiated when there are serious and significant problems that have not been amenable to a mutually satisfactory resolution through informal and formal instruction and discussion between the student and the field instructor.

Level I – Student and Field Instructor Conference

1. Obstacles to student’s learning and adequate performance are identified by the field instructor and/or the student and verbally discussed.
2. Problem areas and remedial steps to be taken by the student and the field instructor are agreed to, outlined, and written down in memorandum form (one copy for the student, one copy for the field instructor) by the field instructor. A time frame for resolution and completion is established in writing.
3. Student and the field instructor may consult with the faculty field liaison; either party has the right to invite the faculty field liaison to participate in this process.

Possible Outcomes of Level I:

1. Agreement is reached, and the problems are addressed and resolved.
2. Agreement is reached, and the problems are not resolved, but sufficient progress is made towards resolution to warrant an extension of the time frame for resolution.
3. Agreement is reached, and the problems are not resolved: proceed to Level II; or
4. Agreement is not reached: proceed to Level II.

Level II – Student, Field Instructor and Faculty Field Liaison Conference

1. Both the student and/or the field instructor communicate the problem to the faculty field liaison.
2. The agency and/or field instructor should complete and submit an *Early Concern Notification Form* (Appendix Q) outlining his/her concerns to the faculty field liaison. A copy of the *Early Concern Notification* form or a report of academic concern is given to the student by the faculty field liaison, the field instructor, or both (a copy also goes to the field director and MSW program coordinator).
3. The faculty field liaison, as s/he deems necessary, reads and reviews the student’s process recordings, which include the field instructor’s feedback, and reviews other available evidence of the student’s work, agency recordings, and feedback from preceptors.
4. A three-way conference is held among the student, field instructor and faculty field liaison to review identified problems, efforts at remediation, and obstacles to resolution.
5. Following the conference, a formal interim contract is written by the field instructor, student, and faculty field liaison which clearly:
 - a) Identifies the problems areas
 - b) Spells out steps to remediation for both the student and the field instructor
 - c) Outlines a process for evaluation, including meetings with faculty field liaison, and special recordings
 - d) Specifies a time frame (usually 2-3 weeks) for remediation; and
 - e) Outlines possible outcomes.
6. Signed copies of the contract are given to the faculty field liaison, student, and field instructor. Signatures signify agreement by all three parties to the content and conditions contained in this contract. A signed copy of the contract is sent to the field director.

7. A second three-way conference is held between student, field instructor and faculty field liaison with an evaluation of the student's progress during the two/three week period outlined in the interim contract.

Possible Outcomes of Level II:

1. Agreement is reached on conditions of the interim contract. Student and field instructor follow through with remediation plan resulting in satisfactory completion of contract within the specific time frame.
2. Agreement is reached on content of the contract. Student follows through with remediation plan, but does not satisfactorily complete terms of the contract. However, student does demonstrate sufficient progress towards resolution to warrant an extension of the time frame for the contract. Extensions are made as addenda to the contract, again specifying problems and performance requirements within a designated time frame for completion of the contract, which can be no later than the beginning of the next quarter.
3. Agreement is reached on content of contract. The student follows through with remediation plan, but does not satisfactorily meet the conditions of the contract within the specified time frame. Student is terminated from field placement with a NO CREDIT (NC) grade for the field course. At this point the student may elect to proceed to Level III.
4. Agreement is not reached on the content of the contract. Depending on the time this occurs in the quarter, and on the judgment of the faculty field liaison, the student is either: a) reassigned to another fieldwork agency to complete the fieldwork course, which may include being given a grade of INCOMPLETE (INC) in field; or b) given a grade of NO CREDIT (NC) and terminated from field placement. At this point the student may elect to consult the field director at Level III.

Level III – Student, Field Instructor, Faculty Field Liaison, Field Director Conference

1. Parties involved notify the field director that there is a problem.
2. A copy of the *Early Concern Notification* form or a report of academic concern is given to field director.
3. The field director will meet and evaluate the situation with the parties involved and provide options and decisions on a case-by-case basis guided by the School, University, and professional standards.

Level IV – Appeals to the Student Performance Committee

Students have the right to appeal grades or termination decisions that they believe have been awarded unfairly, arbitrarily, or capriciously. The MSW Program has an obligation to provide procedures for accepting such appeals and for making decisions on them. The initiation in good faith of an appeal should cast no reflection on the standing of either the student or faculty involved. Please refer to the *MSW Student Handbook* for grade and non-grade related appeal procedures.

Emergency Situations

In some instances where the field instructor feels that the student's handling of a specific situation poses immediate physical, emotional or psychological danger to client, co-workers, self or others, the prior procedures are waived, and the student is removed from the field agency immediately. It is always the right of the agency to terminate a student's placement. It is expected that such a decision will be implemented **ONLY** in extreme cases after consultation with the faculty field liaison and the field director. After a thorough investigation of the situation and of the student's performance by the field director, the student may be reassigned to another field placement or be given a grade of NO CREDIT (NC) for field. The *NASW Code of Ethics* will be adhered to at all

times. The student may file an appeal with the Academic and Professional Standards Committee. This appeal must be filed within four (4) weeks of the award of the grade.

Problems Identified by Student in the Placement

The foregoing procedures focus on marginal student performance. Sometimes problems arise which may not be related to student performance, but to circumstances in the agency or issues relating to the field instructor. These problems need to be addressed and resolved as quickly as possible. In these situations, the student has the following responsibilities:

Procedures to Assess the Learning Environment

1. The faculty field liaison must be informed immediately if an issue develops that potentially affects a student's continued placement.
2. A faculty field liaison/student/field instructor conference must be held to resolve the Issue.
3. If the issue is not resolved, a student must submit a written request to the faculty field liaison stating the reason for the request and the steps taken to attempt to resolve the Issue.
4. The faculty field liaison forwards the request to the field director with a recommendation; and
5. After review by, and consultation with the faculty field liaison, the field director approves or denies the request for termination. The field director will communicate the decision to the faculty field liaison, the student and the agency and:
 - a. Develop a new placement for student if request is approved; or
 - b. Follow through on problem resolution with liaison, student, and field instructor if the request is denied.

Change in Placement or Re-Placement

Occasionally a field placement assignment may not be appropriate due to differences in learning styles or expectations, or to personal conflicts or other unanticipated circumstances that interfere with effective learning. The faculty field liaison then serves as a mediator, attempting to resolve these differences and to work out an educational plan that meets mutual needs. However, if the issues cannot be reconciled, the liaison may, with or without the concurrence of the field instructor and/or the student, recommend a change in placement.

In such a situation, the faculty field liaison assumes responsibility for selecting and facilitating the most suitable re-placement. A student interview with the new field instructor and agency is required, and information about the previous situation is openly shared and discussed. It may be necessary for the student to put in additional or extended time in the new placement to make up for earlier time and teaching missed. The student, faculty field liaison and the new field instructor negotiate the arrangements.

The student is expected to complete the termination process in the initial placement, which includes administrative requirements of the agency as well as termination contacts with assigned clients. The original field instructor is also expected to submit a summary of the student's field experience to date, which is shared with the student and becomes part of the student's record.

In rare situations, an agency may unilaterally request that a student be terminated from the placement. If this is due to concern about the student's suitability for that particular setting, then the liaison must be involved in order to review the situation and provide the student with due process and to develop further plans. If the request is due to some severe or drastic failure on the part of the student, it may be necessary to assign the student a grade of NO CREDIT (NC) for the field course.

The timing during the academic year is a crucial factor in implementing re-placements. The earlier this decision is made, the easier it will be for the faculty field liaison to locate suitable alternatives and for the student to make up missed time and assignments. It is usually not possible to arrange re-placements once the fall quarter has been completed. If at such a point in time it is not possible for the student to continue in the placement and there is not a suitable re-placement immediately available, re-placement will be postponed until the following term. At such time the student will then be required to enroll in the appropriate corresponding practice and field practicum courses.

Use of Employment Agency as a Fieldwork Site

Students who are employed in social service/social work agencies may request that their agency be evaluated for suitability as a fieldwork placement site by completing an *Employer Placement* form (Appendix H) for their fieldwork placement. Regardless of the size of the agency and the availability of multiple geographic locations and/or programs, the agency can only be utilized as a field placement site for one year if approved by the field director.

The agency must be able to meet established criteria to assure the educational focus of fieldwork, to provide new and challenging experiences to the student, and to maximize learning opportunities. In order to meet the requirements of an educationally based fieldwork experience, the agency must meet all of the following criteria:

1. The agency must be able to provide experiences for the student during fieldwork hours that are significantly different from normal work activities and duties previously assigned.
2. There must be a qualified field instructor available who is different from the line supervisor of the student. The field instructor must possess an MSW from an accredited School of Social Work and have at least two years of post-master's experience. He/she must be available in the agency during the hours in which the student is in field placement at the agency.
3. The agency must assure the availability of release time for the field instructor to attend the field instructor orientation series and to provide necessary field instruction and supervision.
4. The assignments proposed for fieldwork must be educationally focused and meet the University's criteria.
5. It is required that the assigned hours of fieldwork are completed in a different program area or unit of the agency, allowing for an actual physical separation of employment and fieldwork activities.
6. Specific hours and/or blocks of time shall be designated as fieldwork hours. Eight-hour blocks are preferred and provide the best educational experience.
7. The student must have experiences with a different client population, program area or service area during the fieldwork hours.
8. The field placement activities must coincide with the student's concentration area (Children, Youth and Families or Community Mental Health).
9. There shall be individualized and educationally focused case selection and assignments for fieldwork activities.
10. A written *agency agreement for furnishing fieldwork* (Appendix I) form will be prepared, outlining the criteria for the fieldwork experience for the individual student and will be signed by student, field instructor, line supervisor and agency representative and approved by the field director.

11. Agency support of the plan at all appropriate levels will be evidenced by the signed proposal and *agency agreement for furnishing fieldwork* (Appendix I).
12. The agency must agree not to alter the field assignments designated in the *agency agreement for furnishing fieldwork* (Appendix I) without consultation with, and approval by the field director.

Students who wish to request that their agency of employment be evaluated for use as a fieldwork placement site must submit an *employer placements* (Appendix H) form along with a written proposal which describes the clear differentiation between employment activities and fieldwork activities and must be signed by the student, prospective agency field instructor, current supervisor, and a representative of the agency administration.

After review and provisional approval by the field director, a meeting will be scheduled with all of the involved individuals, including the student, the student's direct field instructor, a representative from agency administration, and the field director. At this meeting, the proposal will be reviewed and given final approval. All participants will sign the approved plan and each will maintain a copy.

Students should have an alternative plan developed for the completion of fieldwork hours in the event that the proposal is not acceptable and/or does not meet the Social Work departments' educational requirements.

Selection of Fieldwork Agencies and Instructors

Selecting Fieldwork Agencies

The selection of an agency or program to be affiliated with Cal State East Bay's Social Work department via its field education program is a joint process involving the agency and the school. It is based upon a mutual commitment each institution makes to social work education. This commitment and willingness to engage in the teaching process leads to a partnership that allows field education to take place in the community.

To determine the suitability of an agency for field placement in the department of Social Work, an *Agency Fact Sheet* (Appendix J) form is completed and returned to the field director who assesses the agency's interest in, and potential for, a long-term commitment to social work practice education. Preference is given to agencies that are focused on supervising social work students as well as having a wide range of opportunities for a variety of student learning experiences. The school looks for agencies and programs that offer services to individuals, families, groups and communities, and a commitment to serving diverse client populations. Agencies are expected to provide students with cross cultural practice experiences, as well as experience with poor clients and oppressed populations. Agencies are expected to subscribe to the educational objectives of the Social Work department, and to treat the students as learners while, at the same time, according them the resources necessary to complete their assignments. Agencies selected for field practicum include those with private, nonprofit and public sources of funding.

Agencies selected for foundation year placements are those that can offer an opportunity for students to employ intervention skills within all system levels. Agencies are also expected to be willing and able to provide the close supervision, support and guidance needed by most foundation year students. The advanced year placement settings must offer the students opportunities for increased independence and responsibility within the context of providing services to one of the concentration populations.

The criteria used in evaluating agencies to determine their suitability for use as fieldwork settings includes the following:

1. The ability to provide students with exposure to diverse client populations with particular emphasis on cultural, ethnic and racial diversity, as well as working with poor and oppressed groups.

2. The ability to provide a comprehensive range of learning experiences for students.
3. The ability to provide students with adequate and appropriate workspace, computer, support staff, and an adequate number of clients.
4. The availability of a qualified fieldwork instructor who is an employee of the agency—as opposed to a consultant who is only there a limited number of hours during the month—and who is available during the hours in which the student is in field.
5. A commitment to the achievement of the educational objectives of an educationally based fieldwork learning experience.
6. A philosophy and standards acceptable and respected in the practice community and by the University.
7. Adequate practice opportunities in order to accommodate the student intern’s area of concentration.
8. Adequate staffing so that the agency can perform and maintain its service delivery goals without inappropriate reliance on students.
9. Policies, procedures and practices that demonstrate non-discrimination towards clients, staff and students.
10. A working and learning environment free from non-discrimination and sexual harassment of students, clients and employees. (Policy: Appendix K.)
11. Philosophy and practices consistent with the *NASW Code of Ethics*.
12. Adequate resources essential to a successful field-teaching environment.
13. A willingness to sign a California State University East Bay’s *Agency Agreement for Furnishing Fieldwork Experience* (Appendix I).

Selecting Field Instructors

To ensure that placement sites and fieldwork instructors meet accreditation standards, interested agencies and potential fieldwork instructors provide information describing the agency’s services. The potential fieldwork instructor also provides information describing his or her work experience and academic training.

The MSW Program requires the following qualifications when selecting fieldwork instructors:

1. The instructor must possess an MSW from an accredited university.
2. The instructor has at least two years of post-master’s direct and indirect practice experience.
3. The instructor must commit to be available to supervise the student intern for the complete academic year.
4. The instructor should have the necessary knowledge and practice competence related to advanced generalist practice from an ecological systems perspective.
5. The advanced (2nd) year instructor must demonstrate expertise in the student’s chosen concentration, i.e., Children, Youth, and Families or Community Mental Health.

6. The instructor should be willing and available to participate in field education department activities such as fall quarter orientation for fieldwork instructors and training sessions for new fieldwork instructors.
7. The instructor needs to be available within the agency during the hours in which the student intern(s) will be in fieldwork.
8. The instructor must possess the willingness and ability to adjust his or her workload to allow for weekly supervision of the student intern(s).
9. Whenever possible, it is highly desirable that fieldwork instructors have prior experience supervising graduate level social work interns.

Appendix A – MSW Program Curriculum

MSW Program Curriculum

Foundation Year Required Courses (44–45 units)

SW 6000 Human Behavior and Social Environment I (4)
SW 6001 Human Behavior and Social Environment II (4)
SW 6010 Race, Gender and Inequality in Social Work Practice (4)
SW 6011 Generalist Practice I (4)
SW 6012 Generalist Practice II (4)
SW 6013 Generalist Practice III (4)
SW 6020 Field Instruction I (4)
SW 6021 Field Instruction II (4)
SW 6022 Field Instruction III (4)
SW 6030 Social Welfare Policy: History and Philosophy (4)
SW 6032 Social Welfare Policy: Research (4)

Advanced Year Required Courses (36–37 units including Capstone units)

SW 6405 Mental Health Seminar* (1) (*for CalSWEC II Mental Health students only)
SW 6500 Advanced Micro Practice: CYF (4) **OR**
SW 6505 Advanced Micro Practice: CMH (4)
SW 6510 Advanced Mezzo Practice: CYF (4) **OR**
SW 6515 Advanced Mezzo Practice: CMH (4)
SW 6520 Advanced Policy Practice: CYF (4) **OR**
SW 6525 Advanced Policy Practice: CMH (4)
SW 6530 Field Instruction IV (4)
SW 6531 Field Instruction V (4)
SW 6532 Field Instruction VI (4)
SW 6932 Quantitative and Qualitative Analysis: CYF (4) **OR**
SW 6933 Quantitative and Qualitative Analysis: CMH (4)
SW 6935 Program Evaluation: CYF (4) **OR**
SW 6936 Program Evaluation: CMH (4)
SW 6909 Capstone: Departmental Thesis (4) **OR**
SW 6959 Integrative Seminar: CYF (4) **OR**
SW 6960 Integrative Seminar: CMH (4)

Electives Required Courses (8 units)– 2nd Year

Appendix A.1 – Hayward Curriculum Design

Hayward Curriculum Design

1ST QTR	FALL	
SW 6000	HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I	4
SW 6010	RACE, GENDER AND INEQUALITY IN SOCIAL WORK PRACTICE	4
SW 6011	GENERALIST PRACTICE I	4
SW 6020	FIELD INSTRUCTION I	4

2ND QTR	WINTER	
SW 6001	HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II	4
SW 6012	GENERALIST PRACTICE II	4
SW 6021	FIELD INSTRUCTION II	4
SW 6030	SOCIAL WELFARE POLICY: HISTORY AND PHILOSOPHY	4

3RD QTR	SPRING	
SW 6013	GENERALIST PRACTICE III	4
SW 6022	FIELD INSTRUCTION III	4
SW 6032	SOCIAL WELFARE POLICY: RESEARCH	4

4TH QTR	FALL	
SW 6405	COMMUNITY MH SEMINAR* CaISWEC II MH students only	1
SW 6500	ADVANCED MICRO PRACTICE: CYF OR	4
SW 6505	ADVANCED MICRO PRACTICE: CMH	4
SW 6530	FIELD INSTRUCTION IV	4
SW 6932	QUANT/QUAL ANALYSIS	4
SW	ELECTIVE	4
SW	ELECTIVE	4

5TH QTR	WINTER	
SW 6510	ADVANCED MEZZO PRACTICE: CYF OR	4
SW 6515	ADVANCED MEZZO PRACTICE: CMH	4
SW 6531	FIELD INSTRUCTION V	4
SW 6935	PROGRAM EVAL	4
SW	ELECTIVE	4
SW	ELECTIVE	4

6TH QTR	SPRING	
SW 6520	ADVANCED POLICY PRACTICE: CYF OR	4
SW 6525	ADVANCED POLICY PRACTICE: CMH	4
SW 6532	FIELD INSTRUCTION VI	4
SW 6959	INTEGRATIVE SEMINAR	4
SW	ELECTIVE	4
SW	ELECTIVE	4

Note: Elective requirement is 8 units

REV 10.24.16

Appendix A.2 – Oakland Curriculum Design

Oakland MSW Curriculum Design

All students enrolled in Oakland Program will follow this pattern of enrollment, regardless of field option chosen

1ST QTR	FALL	
SW 6000	Human Behavior and Social Environment I (Child/Adolescent) (Hybrid)	4
SW 6010	Race, Gender and Inequality in Social Work Practice (fully in-person)	4
2ND QTR	WINTER	
SW 6001	Human Behavior and Social Environment II (Adult) (Hybrid)	4
SW 6030	Social Welfare Policy: History and Philosophy (fully in-person)	4
3RD QTR	SPRING	
SW 6011	Generalist Practice I (fully in-person)	4
SW 6032	Social Welfare Policy: Research (Hybrid)	4
4TH QTR	SUMMER	
SW 6999	If in field placement	1
SW	Elective(s) (Hybrid)	4

5TH QTR	FALL	
SW 6012	Generalist Practice II (fully in-person)	4
SW 6020	Field Instruction I (Hybrid)	4
6TH QTR	WINTER	
SW 6013	Generalist Practice III (fully in-person)	4
SW 6021	Field Instruction II (Hybrid)	4
7TH QTR	SPRING	
SW 6500	Advanced Micro Practice: CYF (fully in-person)	4 or
SW 6505	Advanced Micro Practice: CMH (fully in-person)	4
SW 6022	Field Instruction III (Hybrid)	4
8TH QTR	SUMMER	
SW 6932	Quantitative/Qualitative Analysis	4
SW 6999	If in field placement	1
SW	Elective(s) (Hybrid)	4

Total elective requirement: 8 units

9TH QTR	FALL	
SW 6510	Advanced Mezzo Practice: CYF (fully in-person)	4 or
SW 6515	Advanced Mezzo Practice: CMH (fully in-person)	4
SW 6530	Field Instruction IV (Hybrid)	4
10TH QTR	WINTER	
SW 6520	Advanced Policy Practice: CYF (fully in-person)	4 or
SW 6525	Advanced Policy Practice: CMH (fully in-person)	4
SW 6531	Field Instruction V (Hybrid)	4
11TH QTR	SPRING	
SW 6935	Program Evaluation	4
SW 6531	Field Instruction VI (Hybrid)	4
12TH QTR	SUMMER	
SW 6959	Capstone Integrative Seminar	4

REV 10.24.16

Appendix B – Application for Field Placement



APPLICATION FOR FIELD PLACEMENT

PLEASE COMPLETE THIS QUESTIONNAIRE AND RETURN TO FIELD STAFF AS SOON AS POSSIBLE. THIS INFORMATION IS NECESSARY FOR PLANNING YOUR FIELD PLACEMENT.

CAMPUS

[] HAYWARD [] OAKLAND

CONCENTRATION

[] CYF [] CMH

YEAR

[] 1ST [] 2ND [] 3RD

GRANT (I F APPLICABLE)

[] IV-E (CYF)

[] CALSWEC II (CMH)

NAME: _____ DOB: ___/___/___
FIRST LAST

ADDRESS: _____ ETHNICITY: _____
STREET CITY ZIP

EMAIL ADDRESS: _____

PHONE: _____ WORK: _____ CELL: _____

EMERGENCY CONTACT

NAME: _____ RELATIONSHIP: _____

ADDRESS: _____

PHONE: _____ WORK: _____ CELL: _____

ARE YOU BILINGUAL? [] YES [] NO IF YES, PLEASE IDENTIFY _____
FLUENT IN: READING: [] YES [] NO WRITING: [] YES [] NO SPEAKING: [] YES [] NO

EDUCATION:

BACHELORS DEGREE: DATE COMPLETED: ___/___/___ MAJOR DISCIPLINE: _____

OTHER DEGREE: DATE COMPLETED: ___/___/___ MAJOR DISCIPLINE: _____

PLEASE ATTACH A CURRENT RESUME WITH RELEVANT WORK AND VOLUNTEER EXPERIENCE

FOR CSUEB SOCIAL WORK DEPARTMENT USE ONLY

STUDENT LIABILITY INSURANCE: POLICY NUMBER: _____ EXPIRATION DATE: _____

FIELD PLACEMENT: _____

ADDRESS: _____

FIELD INSTRUCTOR: _____ SW? [] YES [] NO

AGENCY PHONE: _____ CELL PHONE: _____

EMAIL: _____ TYPE OF PLACEMENT: _____

TRANSPORTATION: MOST AGENCIES REQUIRE THE USE OF A CAR. THE STUDENT MUST BE ABLE TO SHOW PROOF OF ADEQUATE AUTOMOBILE INSURANCE, MEETING THE MINIMUM STATE OF CALIFORNIA REQUIREMENTS. NOTE: STUDENTS ARE NOT ALLOWED TO TRANSPORT CLIENTS IN THEIR PERSONAL VEHICLES. AGENCY VEHICLES MUST BE USED FOR THIS PURPOSE.

WILL YOU HAVE USE OF A CAR DURING YOUR FIELD PLACEMENT? YES NO IF NO, PLEASE EXPLAIN HOW YOU PLAN TO GET TO YOUR FIELD AGENCY AND CARRY OUT FIELD ASSIGNMENTS POSSIBLY INVOLVING VISITS TO CLIENTS, ETC. **TITLE IV-E STUDENTS ARE REQUIRED TO HAVE USE OF A VEHICLE.** _____

IF YOU ARE APPLYING FOR YOUR 2ND YEAR PLACEMENT PLEASE COMPLETE THIS SECTION.

1ST YEAR PLACEMENT _____
PLEASE BE SPECIFIC (FOR EXAMPLE: KAISER UNION CITY, CHILD OUT-PATIENT MENTAL HEALTH)

I COMPLETED MY ENTIRE FOUNDATION YEAR PLACEMENT AT THIS SITE.

I WAS PLACED AT MORE THAN ONE SITE.

OTHER FOUNDATION YEAR PLACEMENT _____

FOUNDATION YEAR FIELD LIAISON _____

DESCRIBE ANY SPECIAL SKILLS YOU POSSESS SUCH AS INTERVIEWING, CRISIS INTERVENTION, CASE MANGEMENT, ETC.

PLEASE SPECIFY PLACEMENT INTERESTS. LIST TOP 5 CHOICES IN RANK ORDER BY NUMBER OF PREFERENCE. TITLE IV-E STUDENTS MUST BE PLACED IN AN AGENCY RELATED TO CHILD WELFARE SERVICES.

- | | | |
|-------------------------------|-----------------------|-----------------------------------|
| ____ ADOPTIONS | ____ EARLY CHILDHOOD | ____ MENTAL HEALTH |
| ____ ADULT SERVICES | ____ FAMILY SERVICES | ____ PUBLIC ASSISTANCE/WELFARE |
| ____ AGING/GERONTOLOGY | ____ FORENSICS | ____ RESIDENTIAL/INPATIENT |
| ____ CHILD WELFARE | ____ FOSTER CARE | ____ SCHOOL-BASED SERVICES |
| ____ COMMUNITY-BASED SERVICES | ____ HEALTH/MEDICAL | ____ SOCIAL SERVICES FOR AIDS/HIV |
| ____ CORRECTIONS | ____ HOSPICE | ____ SUBSTANCE ABUSE/DUAL DX |
| ____ DISABILITIES | ____ JUVENILE JUSTICE | ____ OTHER |

PLEASE SPECIFY IF OTHER:

PLEASE PROVIDE ANY ADDITIONAL INFORMATION YOU THINK WOULD BE HELPFUL IN DETERMINING YOUR PLACEMENT. _____

PROFESSIONAL CAREER GOALS: BRIEFLY DESCRIBE TENTATIVE CAREER GOALS AND/OR AREAS OF SPECIAL INTEREST.

1. _____

2. _____

3. _____

CRIMINAL HISTORY ADVISEMENT: STIPEND RECIPIENTS MUST SUBMIT TO A BACKGROUND CHECK THROUGH THE UNIVERSITY'S DEPARTMENT OF PUBLIC SAFETY. PLEASE BE ADVISED THAT SOME AGENCIES WILL CONDUCT CRIMINAL BACKGROUND CHECKS ON INTERNS. IN MANY AGENCIES, I.E., AGENCIES THAT PROVIDE SERVICES TO FAMILIES AND CHILDREN, THIS IS A LEGAL REQUIREMENT. A CRIMINAL RECORD MAY PREVENT YOU FROM BEING ACCEPTED BY MANY OF THE CONTRACTED AGENCIES. BECAUSE FIELD PLACEMENT IS AN ABSOLUTE REQUIREMENT, AND IF YOU ARE UNABLE TO ESTABLISH AN INTERNSHIP DUE TO A CRIMINAL RECORD, YOU WILL BE TERMINATED FROM THE PROGRAM. IF YOU HAVE A CRIMINAL RECORD, YOU ARE REQUIRED TO INFORM THE DEPARTMENT'S FIELD DIRECTOR. FAILURE TO INFORM THE FIELD DIRECTOR OF THIS HISTORY MAY RESULT IN TERMINATION FROM THE PROGRAM. THERE MAY ALSO BE POTENTIAL CONSEQUENCES FOR INDIVIDUALS WITH CRIMINAL RECORDS WHO INTEND TO SEEK THE LCSW (CLINICAL LICENSE). FOR FURTHER INFORMATION REGARDING LICENSURE ELIGIBILITY, PLEASE CALL THE BOARD OF BEHAVIORAL SCIENCES AT (916) 445-4933.

CRIMINAL HISTORY: **NO** **YES** PLEASE EXPLAIN: _____

The following statements are in accordance with the CSUEB Department of Social Work's policies and procedures. For further detailed information, please refer to the *MSW Student Handbook* and the *Field 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 Application* and any other information included as part of this application and attachments 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, separation from the field practicum, and/or can initiate immediate disciplinary action.
2. I hereby give permission to the CSUEB Department of Social Work, Field Education Department, and its faculty members, and any of the approved field practicum agencies or field instructors to verify any and all information contained within this application. This can include contacting former employers, field practicum's, and/or field instructors, reviewing graduate school records, etc. Please be advised that if any information should come to our attention which can affect your professional student status, and/or internship role and thus the field practicum experience, the School shall be authorized to assess and discuss the significant information with the appropriate parties.
3. I understand that any information contained in this field application packet and/or any pertinent information relating to my professional student role shall be discussed between CSUEB faculty and approved field placement agencies and their representatives.
4. I understand that most field practicum agencies request security background investigations, fingerprint checks, random drug screens, physical examinations, TB tests, immunization verification, valid CA driver's license, etc. as requirements for

their placement interview process and for practicum site confirmation. Agencies may also require random drug screening(s) at any time during the year. I am willing to participate in these additional screens/evaluations and give permission for the results to be provided to the School when requested. I also understand that if I fail these screens, I will not be confirmed at the specified agency, can become ineligible for field practicum, and therefore not be placed for an entire academic year. I also understand that if during the year I fail a screening, I will be removed from the agency and not placed in another agency for the remainder of the academic year. The field director will review my case to determine whether I am eligible to continue the program, and if so, the timeline for returning to field. I understand that failing a drug screen(s) or other agency screening may be grounds for disqualification from the MSW Program.

5. I understand that the MSW program requires students to complete a minimum of 1,080 hours of practicum at approved field site agencies over the course of the program. Some agencies may require more hours in field but these extra hours cannot be counted towards the minimum requirement. I also understand that in accepting a placement, I agree to the terms and conditions outlined by the agency i.e., work schedule, etc.
6. I shall fulfill the responsibilities of the student intern role, be in compliance with all School policies and procedures as outlined in the *Field Application*, the *MSW Field Manual*, and the *MSW Student Handbook*.
7. At all times I shall maintain professional conduct in accordance with the School's academic standards, i.e., the *NASW Code of Ethics*, professional social work values, and laws regulating social work practice.
8. If the situation arises and I need to terminate the internship before fulfilling my internship commitment, I shall terminate in an appropriate, professional manner as designated by CSUEB and assigned agency, and provide written and verbal notice as required by CSUEB and the Agency. I understand that any such termination will be done only with the written approval of the CSUEB Department of Social Work and the Agency as outlined in the *Field Manual*. If I terminate prematurely, I am aware that I may not be placed in the same field practicum setting when I wish to continue my field practicum course.
9. **American's with Disabilities Advisement:** I understand that it is my responsibility as a student to register with CSUEB's Accessibility Services (510) 885-3868 in Hayward to request an accommodation because of a disability. I also understand that student disclosure of a disability is voluntary and only necessary if requesting an accommodation. If I require an accommodation I must provide in writing to the field director the information of the specific accommodation(s) required. I also understand that this information may be shared with the placement agency to ensure that reasonable accommodations will be provided during my internship.
10. **Student Professional Liability Insurance Coverage:** I understand that the placement agency does not provide student professional liability insurance coverage or worker's compensation. The Department of Social Work requires that I purchase student professional liability insurance coverage through the National Association of Social Workers (NASW) prior to starting my field placement. This coverage is to remain in effect while I am placed as an intern in an agency. Proof of this coverage must be submitted to the Department of Social Work.

I have reviewed and understand all of the above statements and have agreed to be in compliance with all of the above, the School policies and procedures, the *MSW Field Manual*, the *MSW Student Handbook*, and the *NASW Code of Ethics*. If I am not in compliance with the School's policies and procedures, I understand that I can be considered ineligible for Field Practicum.

Please Print: Last Name: _____ **First Name:** _____

Signature: _____ **Date:** _____

Appendix C - Learning Agreement



Learning Agreement

Purpose

The *learning agreement* is based on the premise that each student entering the graduate program in social work comes with a different educational background and different life experiences.

The *learning agreement* provides each student with the opportunity to participate in the planning of his or her field educational experience. It links the planning of the educational experience to the evaluation of that same experience, while providing students the opportunity to individualize their own learning needs. The *learning agreement* will be used by field instructors in completing the students' progress reports.

Implementation

It is not assumed that the *learning agreement* submitted during the first quarter will remain unchanged during the time that the student is assigned to the agency. It is a dynamic framework that can be modified to accommodate new opportunities in the agency or to reflect changes in the student's learning needs. It is important that changes be agreed to by the field instructor and student and communicated to the field liaison. It is recommended that significant changes be outlined in writing and attached to the original document.

Each student enrolled in field education is responsible for the actual writing of his or her *learning agreement* in collaboration with his or her field instructor. The faculty field liaison is also available for consultation. In writing the *learning agreement*, please keep the following in mind:

- The *learning agreement* due dates are listed in the *master field calendar*. Students should begin the process the first week of field placement. They must review the form with the field instructor and the faculty field liaison.
- Follow the *sample learning agreement* outline in preparing the agreement. The Agreement should be signed and dated by both the student and the field instructor. A signed copy must be submitted to the faculty field liaison.
- Planning is an essential component of working with individuals, groups, or organizations. The clarifying of expectations and outlining of objectives in your *learning agreement* provides guideposts to structure one's professional development. The *learning agreement* should be referred to periodically by both the student and the field instructor.

The *learning agreement* should address the eight core objectives of the field program. The eight objectives require growth in the following areas:

- **Social Work Values and Ethics**
- **Professional Use of Self**
- **Critical Thinking**
- **Applying Theory to Practice**
- **Advocacy**
- **Diversity**
- **Communication**
- **Utilizing Evidence-Based Practice**

In addition, *learning agreements* for students receiving a Title IV-E or CalSWEC II stipend must reflect the grant's specified competencies. See *learning agreement addendum* for IV-E students.



SPECIFIC INSTRUCTIONS

The *learning agreement* outlines the full range of field activities for the entire placement. These learning activities are developed jointly by the student and the field instructor and should involve work with, or on behalf of, disadvantaged and culturally diverse clients.

Typically, several general assignments are developed per year. Each general assignment should be broken down into specific learning activities that specify how the assignment is to be carried out. Each of these activities should be related to one or more of the seven field objectives. All field objectives must be addressed. Assignments and activities should be described in a table format, listing the goal, strategies to achieve that goal, and methods to evaluate the completion of the goal. Please see the *sample learning agreement* for a model.

The completed *agreement* must also include the **cover page** and a final **signature page** signed and dated. The student is responsible for returning the completed *learning agreement* to their faculty field liaison by the date indicated on the *master field calendar*.



Field Objectives

(To be addressed in the *learning agreement*)

At the completion of the foundation year sequence, students are expected to fulfill the following in field placement:

1. **Values and Ethics.** Demonstrate a beginning understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.
2. **Professional Use of Self.** Demonstrate a beginning understanding of professional social work behavior. This includes abilities such as: distinguishing professional versus personal roles; the elevation of service to others above self-interest; awareness of personal strengths and limitations; flexibility in assuming social work roles to cope with change; using supervision effectively; self-reflection and respecting standards of timeliness, appropriate dress and professional boundaries.
3. **Critical Thinking.** Show an ability to apply early critical thinking skills to challenges and issues that arise in field placement. This includes: understanding the differences between verifiable facts and value claims; critical examination of arguments and evidence; an openness to examine one's own practice, using research to inform practice, and a commitment to providing evidence-based practice when possible.
4. **Applying Theory to Practice.** Show a basic ability to apply community-based, generalist practice perspectives to field situations.
5. **Advocacy.** Begin to advocate for underserved and disenfranchised clients or groups in the assigned field placement.
6. **Diversity.** Approach fieldwork with an awareness of personal cultural values and biases, an openness to self-reflection, and show an interest in expanding their culturally competent practice skills.
7. **Communication.** Demonstrate the ability to respectfully form professional relationships with and communicate to clients, groups and staff in the field practicum, as well as maintain basic documentation requirements of the agency.
8. **Utilizing Evidence-Based Practice.** Demonstrate beginning knowledge, skills and understanding of the importance of applying evidence-based practices in social work.

Advanced Year Field

At the completion of the advanced year sequence, students are expected to fulfill the following in field placement:

1. **Values and Ethics.** Demonstrate a firm understanding of and a commitment to uphold the core values, ethical principals and ethical standards of the social work profession as codified in the *NASW Code of Ethics*.
2. **Professional Use of Self.** Conduct self with increased autonomy in the professional social work role in the placement setting. This includes abilities such as: understanding personal values and biases and knowing their impact on clients; a commitment to the ongoing development of professional knowledge and skills, and the use of self effectively in the chosen area of concentration.
3. **Critical Thinking.** Demonstrate the ability to use critical thinking skills in the field setting through successful analysis and synthesis of information, application of evidence-based practice, and a willingness to modify plans of intervention accordingly.
4. **Applying Theory to Practice & Utilizing Evidence Based Practice.** Demonstrate an ability to integrate relevant theoretical material into field experiences in the student's area of concentration. This includes the ability to articulate such theories with field instructors, field staff and/or intervention teams.
5. **Advocacy.** Demonstrate a commitment to and the ability to advocate for clients, groups and/or communities in increasingly complex situations specific to the student's area of concentration.
6. **Diversity.** Conduct self with self-awareness and increased knowledge of diverse populations, with the commitment to provide culturally competent service and advocacy.
7. **Communication.** Demonstrate a professional level of written and oral communication relevant to the concentration and the ability to communicate across diverse client systems.
8. **Utilizing Evidence-Based Practice.** Student has knowledge, skills and understanding of the importance of applying evidence-based practices in social work.

Title IV-E and CalSWEC II Competencies (To be addressed in the *Learning Agreement*)

Competencies

Competencies are listed online with assigned numbers such as IV-E competency 2.3. When creating a *learning agreement* for IV-E or CalSWEC II, the relevant competency should be listed in parentheses after the stated goal or strategy in the agreement. For example, please see the *Sample Learning Agreement*, Goal #2, Strategy, #1 which lists "IV-E 2.3" in parentheses. To meet this requirement of documenting target competencies, IV-E and CalSWEC II students will need to allow more time for *learning agreement* formulation.

CalSWEC Title IV-E Child Welfare Curriculum Competencies may be accessed at:

<http://calswec.berkeley.edu/curriculum-competencies-public-child-welfare-california>

CalSWEC Mental Health Curriculum Competencies may be accessed at:

<http://calswec.berkeley.edu/curriculum-competencies-public-mental-health-california>



**LEARNING AGREEMENT
COVER PAGE**

NAME OF STUDENT: _____

- FOUNDATION YEAR HAYWARD STUDENT ADVANCED YEAR HAYWARD STUDENT
 FOUNDATION YEAR OAKLAND STUDENT ADVANCED YEAR OAKLAND STUDENT

CONCENTRATION: CYF CMH CALSWEC II TITLE IV-E

PLACEMENT BEGINNING DATE: _____ ENDING DATE: _____

PLACEMENT HOURS/DAYS: _____

FIELD PLACEMENT OPTIONS (PLEASE CHECK YOUR OPTION)	
FOUNDATION YEAR	ADVANCED YEAR
<input type="checkbox"/> EXTENDED: FOUNDATION YR OAK STUDENT 12 HRS/WK	<input type="checkbox"/> EXTENDED: ADVANCED YR OAKLAND STUDENT 12 HRS/WK
<input type="checkbox"/> TRADITIONAL: FOUNDATION YR OAKLAND STUDENT 16 HRS/WK	<input type="checkbox"/> TRADITIONAL: ADVANCED YR OAKLAND STUDENT 20-24 HRS/WK
<input type="checkbox"/> TRADITIONAL: FOUNDATION YR HAYWARD STUDENT 16 HRS/WK	<input type="checkbox"/> TRADITIONAL: ADVANCED YR HAYWARD STUDENT 20-24 HRS/WK
<input type="checkbox"/> TRADITIONAL: FOUNDATION YR IV-E STUDENT 16 HRS/WK	<input type="checkbox"/> TRADITIONAL: ADVANCED YR IV-E STUDENT 20-24 HRS/WK
<input type="checkbox"/> SCHEDULE MODIFICATION (PLS LIST OTHER ARRANGEMENTS)	<input type="checkbox"/> TRADITIONAL: CALSWEC MH STUDENT 20-24 HRS/WK

NAME OF AGENCY: _____

AGENCY ADDRESS: _____

AGENCY PHONE #: _____ AGENCY FAX #: _____

AGENCY FIELD INSTRUCTOR: _____

AGENCY FIELD INSTRUCTOR'S EMAIL: _____

AGENCY FIELD INSTRUCTOR'S PHONE: _____

CAL STATE EB FACULTY FIELD LIAISON: _____



Learning Agreement

Signature Page

The agency and/or field instructor agrees to provide:

Field Instructor's

Initials

- Adequate orientation to the agency and program
Provide an orientation to the agency's safety/risk reduction policies and procedures
Adequate space (access to a computer, phone and workspace)
A minimum of one hour per week of formal instruction/supervision by an approved MSW Field Instructor, in addition to administrative supervision, and task supervision as needed
Adequate learning activities related to specified learning goals and to complete assignments requiring signature (i.e. learning agreements, progress reports, etc.) in a timely fashion
The agency agrees to provide the following additional resources:

- Stipend: amount:
Work study: amount:
Tuition to conferences
Travel reimbursement: amount:
Use of agency car
Other:

Agency:

Field Instructor's Signature: Date:

Student's Signature: Date:

Field Liaison: Date:



Sample Learning Agreement

Student Learning Outcomes can address the micro, mezzo or macro levels of practice and must address one of the 8 core objectives:

1. Values and Ethics
2. Professional Use of Self
3. Critical Thinking
4. Applying Theory to Practice
5. Advocacy
6. Diversity
7. Communication
8. Utilizing Evidence-Based Practice

SLO	Strategies	Evaluation
<p><u>VALUES & ETHICS</u></p> <p>1) DEVELOP AN UNDERSTANDING OF ETHICAL PRACTICE</p>	<p>1) READ <i>NASW CODE OF ETHICS</i></p>	<p>1) DISCUSS ALL STRATEGIES W/FI (FIELD INSTRUCTOR)</p>
<p><u>PROFESSIONAL USE OF SELF</u></p> <p>2) LEARN TO USE SUPERVISION AS A TIME TO EXPLORE MY PERSONAL RESPONSES AND BIASES AND FOR PLANNING APPROPRIATE USE OF MYSELF AS AN INTERVENTION TOOL</p>	<p>1) MEET WEEKLEY WITH FI</p>	<p>1) DISCUSS WITH FI</p>
<p><u>CRITICAL THINKING</u></p> <p>3 LEARN TO DESIGN A SELF LEARNING PLAN</p>	<p>1) COMPLETE A <i>LEARNING AGREEMENT</i> AND PARTICIPATE IN THE FORMATION OF STUDENT EVALULATIONS</p>	<p>1) DISCUSS WITH FI</p>
<p><u>APPLYING THEORY TO PRACTICE</u></p> <p>4) LEARN TO APPLY A STRENGTHS BASED ECOLOGICAL PERSPECTIVE TO CASES</p>	<p>1) APPLY THESE THEORIES TO ASSIGNED CASES</p>	<p>1) DISCUSS WITH FI AND SEMINAR</p>
<p><u>ADVOCACY</u></p> <p>5) UNDERSTAND THE ROLE OF MY AGENCY IN RELATION TO THE COMMUNITY AND MY ROLE AS A CLIENT ADVOCATE</p>	<p>1) DEVELOP AN ECO-MAP OF THE AGENCY</p>	<p>1) REVIEW THE ECO-MAP WITH FI AND PRESENT TO CLASS</p>

<p><u>DIVERSITY</u> 6) LEARN ABOUT THE HMONG PEOPLE SERVED BY MY AGENCY</p>	<p>1) READ RECOMMENDED LITERATURE FROM FIELD INSTRUCTOR</p>	<p>1) DISCUSS READING WITH FI AND COMPILE A BIBLIOGRAPHY FOR CLASS</p>
<p><u>COMMUNICATION</u> 7) LEARN DOCUMENTATION REQUIREMENTS AND STRONG DOCUMENTATION SKILLS</p>	<p>1) ATTEND AGENCY ORIENTATION</p>	<p>1) WEEKLY REVIEW OF DOCUMENTATATION WITH MY FI</p>
<p><u>UTILIZING EVIDENCE-BASED PRACTICE</u> 8) LEARN GROUP INTERVENTION SKILLS</p>	<p>1) OBSERVE A GROUP OVER A FEW SESSIONS</p>	<p>1) DISCUSS THE GROUP WITH THE LEADER AND MY FI</p>

10.24.16

Appendix C.1 -- Title IV--E Foundation Learning Agreement Addendum

**TITLE IV-E LEARNING AGREEMENT
FOUNDATION ADDENDUM**

In addition to the MSW *Learning Agreement* addressing the program's seven core objectives, Title IV-E students will be exposed to the ten (10) core competencies covered in CSWE's EPAS. This addendum to the MSW *Learning Agreement* assists the Title IV-E program in monitoring the Title IV-E curriculum competencies attained in field practicum. Please read over the competencies listed and indicate with a check mark the task/activity that will facilitate the attainment of that competency. If the student will not have the opportunity to address a particular competency during the course of their placement with your agency, check the box marked N/A. **This addendum must be attached to your *Learning Agreement*.**

EPAS CORE COMPETENCIES

2.1.1 Identify as a professional social worker and conduct oneself accordingly		
IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 1.a Demonstrate beginning capacity to advocate for client services by utilizing a policy practice framework and negotiating for community based and culturally sensitive programs and services.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies	Discuss w/FI (IV-E 2.1.1 Self Awareness) Present one case per quarter to a peer group at the agency paying particular attention to social issues such as poverty and oppression which affect the case while exploring possible solutions.
CF 1.b. Demonstrate self-awareness of personal knowledge limitations and biases, and practice self-correction and reflection in action while pursuing ongoing professional development.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies	Present one case per quarter to a peer group at the agency paying particular attention to social issues such as poverty and oppression which affect the case while exploring possible interventions/assessment.
CF 1.c. In intervention planning, demonstrate consistently the understanding and recognition of how personal beliefs, values, norms, and worldview can influence case dynamics and outcomes.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies	Meet weekly with FI and discuss counter-transference in social work practice w/FI.
CF 1.d. Present self in a manner consistent with respectful professional conduct, and adapt methods of communication, including written client materials, to consumer, colleague, and community language and cultural needs.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other:	Meet weekly with FI and discuss Codes of Conduct and professional behavior for feedback and guidance.

2.1.1 Identify as a professional social worker and conduct oneself accordingly (cont'd)

IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 1.e. Support the purpose and values of the profession through consistent pursuit of learning, and recognize the relationship between career long learning and contributing to practice effectiveness.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Study and review policies and research on Child Welfare. Present a policy in Title IV-E seminar.
CF 1.f. Utilize supervision/consultation effectively, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Meet weekly with FI and discuss Codes of Conduct and professional behavior for feedback and guidance. Complete a <i>learning agreement</i> and participate in the formation of student evaluations.
CF 1.g. Demonstrate capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict and the ability to resolve such conflicts by applying professional practice principles.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Observe a community or consumer group over a few sessions. Venture into the community at least 2 times per quarter in my professional role as a social worker.
CF 1.h. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy and research.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Read documentation completed by seasoned workers. Attend an agency or county utilization review (UR) or audit session.

2.1.2 Apply social work ethical principles to guide professional practice

IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 2.a. Demonstrate awareness of personal values and bias and manages such bias to engage in practice consistent with professional ethics and values.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Read documentation completed by seasoned workers. Attend an agency or county utilization review (UR) or audit session.
CF 2.b. Understand the professional value base and apply NASW Code of Ethics and other applicable codes of ethics in creating plans and making decisions that affect children, youth, adults, families and communities.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Read documentation completed by seasoned workers. Attend an agency or county utilization review (UR) or audit session.

2.1.2 Apply social work ethical principles to guide professional practice (cont'd)

IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 2.c. Demonstrate capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict and the ability to resolve these conflicts by applying professional practice principles.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Read documentation completed by seasoned workers. Attend an agency or county utilization review (UR) or audit session.
CF 2.d. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy, and research.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Read documentation completed by seasoned workers. Attend an agency or county utilization review (UR) or audit session.

2.1.3 Apply critical thinking to inform and communicate professional judgments

IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 3.a. Demonstrate the ability critically to appraise, integrate and apply evidence-based knowledge and practice principles, as well as client and other knowledge, in conducting and communicating ethnically competent assessments and interventions.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Observe other social workers in practice. Discuss with FI. Process record 2 cases per quarter.
CF 3.b. Demonstrate the capacity to monitor and analyze the gathering, assessment and evaluation of information to inform practice model design and use, including assessment, intervention and evaluation.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 3.c. Understand and apply the principle that all oral and written communication must conform to audience needs and adhere to professional standards.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .

2.1.4 Engage diversity and difference in practice

IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 4.a. Demonstrate knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 4.b. Recognize how institutional racism and power dynamics affect workplace culture and climate in practice.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 4.c. Demonstrate self-awareness of bias, including knowledge of and capacity to manage power differences, when assessing and working with diverse populations.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 4.d. Demonstrate ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse groups.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 4.e. Demonstrate capacity to learn from and consult/collaborate with others and to engage constituents/consumers within the helping process.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .

2.1.5 Advance human rights and social and economic justice

IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 5.a. Demonstrate, through assessment, intervention and evaluation practices, a working understanding of the role and function of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .

2.1.5 Advance human rights and social and economic justice (cont'd)		
IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 5.b. Demonstrate a functional knowledge of advocacy theory, skills, and techniques and consistently engages in activities/tasks designed to promote social and economic justice in working with all client populations.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 5.c. Develop case planning strategies to address discrimination, barriers, gaps, and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
2.1.6 Engage in research informed practice and practice informed research		
IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 6.a. Demonstrate a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 6.b. Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
2.1.7 Apply knowledge of human behavior to the social environment		
IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 7.a. Demonstrate beginning ability to apply conceptual behavioral frameworks to social environments involved in assessment, intervention and evaluation.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 7.b. Demonstrate beginning ability to gather and interpret behavioral knowledge in perceiving person and environment.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .

2.1.8 Engage in policy practice to advance social and economic wellbeing and to deliver effective social services

IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 8.a. Begin systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 8.b. Demonstrate ability to identify and to engage stakeholders to collaborate for effective policy formulation and action.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .

2.1.9 Respond to contexts that shape practice

IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 9.a. Demonstrate beginning capacity to apprehend changing local and social contexts and scientific advances that affect practice, with an emerging ability to identify and provide relevant services.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .
CF 9.b. Demonstrate a beginning capacity to discern and promote sustainable practice and service delivery change to improve service quality.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Please follow example and provide a description of the activity from Field Practice, Title IV-E Seminar or a corresponding learning goal(s) from your primary <i>learning agreement</i> .

2.1.10(a) Engagement

IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 10(a).a. Demonstrate the knowledge base and affective readiness to intervene constructively with individuals and groups.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	<p>Accompany a staff member on a home visit to a Hmong family.</p> <p>Observe an interview which requires an interpreter (IV-E 2.1.2, 2.1.4, 2.1.10 (A,B,C.)</p>
CF 10(a).b. Demonstrate the capacity to exercise empathy and use of self in engagement and service delivery.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Discuss with FI, meet weekly to review practice with clients.

2.1.10(a) Engagement (cont'd)		
IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 10(a).c. Demonstrate the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Discuss with FI, meet weekly to review practice with clients.
2.1.10(b) Assessment		
IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 10(b).a. Demonstrate ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information in a coherent, objective manner.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Accompany a staff member on a home visit to a Hmong family. Observe an interview which requires an interpreter (IV-E 2.1.2, 2.1.4, 2.1.10 (a, b, c).
CF 10(b).b. Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Discuss assessment of clients. Complete Process Recording in Field Practice Seminar.
CF 10(b).c. Demonstrate ability to involve individuals, family members, and community service providers to develop coordinated intervention plans.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Venture into the community at least 2 times per quarter in my professional role as a social worker. Explore potential for client community advocacy.
CF 10(b).d. Demonstrate ability to critically determine the most appropriate intervention strategies to implement a plan.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	
2.1.10(c) Intervention		
IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 10(c).a. Demonstrate beginning ability to initiate efforts consistent with service and organizational goals.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Attend Agency Orientation. Read documentation completed by seasoned worker. Complete case presentation in Field Practice demonstrating this skill.

2.1.10(c) Intervention (cont'd)		
IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 10(c).b. Demonstrate capacity to identify and utilize prevention measures that enhance individual clients' strengths and protective factors.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Complete case planning activity in Title IV-E Seminar. Discuss case planning with my clients.
CF 10(c).c. Demonstrate capacity to identify and prioritize challenges and to foster solutions that call on clients'/consumers' existing strengths.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Plan and conduct a time limited group with a co-leader in the 2nd quarter.
CF 10(c).d. Demonstrate capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources and services.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Plan and conduct a time limited group with a co-leader in the 2nd quarter.
CF 10(c).e. Recognize the importance of understanding the transition & termination processes and demonstrate the capacity to sensitively terminate work.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Discuss termination process with FI and explore in Field Practice class. Complete case presentation in Field Practice demonstrating this skill.
2.1.10(d) Evaluation		
IV-E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
CF 10(d).a. Demonstrate a beginning ability to systemically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.	<input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> Individual Supervision <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	Discuss with FI. Present case in Field Practice Seminar.

Student Signature: _____ Date: _____

Agency FI
Signature: _____ Date: _____

Faculty FL
Signature: _____ Date: _____

Appendix C.2 - Title IV-E Advanced Learning Agreement Addendum