



# *MSW Program Field Manual*

**2017-2018**

*Last Updated July 20, 2018*

25800 Carlos Bee Blvd., Hayward, California 94542

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***The Department will release an updated MSW Program Field Manual, which will apply to all current students, by mid-Fall semester 2018. Students will be notified and emailed the updated version, which will also be posted on the department's website.***

## **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**

To create a cadre of diverse leaders to be social change catalysts who transform oppressive systems in partnership with communities.

### **Mission**

"The California State University East Bay MSW program is committed to graduating culturally responsive urban social workers in the areas of Children, Youth and Families (CYF) and Community Mental Health (CMH). Graduates are prepared to address individual, family, group and community needs caused by inequalities of class and identity including race, ethnicity, gender, age, (dis)ability, and sexual orientation, as well as other forms of social injustice. 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 Worker's (NASW's) Code of Ethics (revised 2017; <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/>). 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:

- Enhance human wellbeing and alleviate poverty, racism, oppression, and other forms of social injustice among the urban disenfranchised and underserved populations in the Bay Area.
- Enhance well-being, social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources,

and preventing and alleviating distress.

- Formulate and implement social policies, services, and programs that meet basic human needs and support the sustainable development of human capabilities.
- Pursue policies, services and resources through advocacy and political actions promoting social and economic justice.
- Develop and use research, knowledge and skills that advance multicultural social work practice.
- Develop and apply social work practice in the context of diverse cultures, specifically those disenfranchised and underserved populations living in urban areas.

## **Program Goals and Student Learning Outcomes**

### **The program's goals:**

- Educate social workers in their roles as ethical change agents who practice in complex and diverse communities. Students will develop skills to leverage their leadership role in those public social service organizations charged with responding to societal problems such as poverty, racism, sexism, heterosexism, ageism, family instability, child and adult maltreatment, health and behavioral health needs, addiction, and urban renewal.
- Prepare social work practitioners capable of autonomous practice with diverse populations of individuals, families, groups, organizations and communities.
- Prepare social workers who are committed to social justice and human rights while serving, advocating for, empowering and mobilizing client communities to address the needs of underserved and oppressed populations,
- Provide social work graduates with advanced ethical urban practice methodologies and abilities to sensitively and competently improve well being in the context of issues of race, culture, ethnicity, class, sexual orientation, disability, health, gender and aging over the lifespan.
- Prepare social workers who provide research-informed and evidence-based practice, while engaging in critical self-evaluation in relation to service.
- Contribute to social work and social welfare through professional leadership and scholarship that advances knowledge, practice and values.

### **Program Objectives:**

To realize its mission and goals, the program strives to meet designated program learning objectives (PLOs). These specify seven abilities that students master in preparing for effective professional social work practice. Each objective is followed by a list of educational outcomes. These outcomes are expressed in terms of knowledge, values and skills that each student is expected to achieve. Complexity and depth of the objectives increase as students progress through the program. The table below outlines the seven objectives.

## 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-psychosocial 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-psychosocial 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 seven 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; and 7) communication.

## Objectives of Fieldwork

1ST YEAR FOUNDATION OBJECTIVES	2ND YEAR ADVANCED OBJECTIVES
<p><b>1. VALUES AND ETHICS</b>            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><b>1. VALUES AND ETHICS</b>            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><b>2. PROFESSIONAL USE OF SELF</b>            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><b>2. PROFESSIONAL USE OF SELF</b>            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><b>3. CRITICAL THINKING</b>            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><b>3. CRITICAL THINKING</b>            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><b>4. APPLYING THEORY TO PRACTICE</b>            Show a basic ability to apply community-based, generalist practice perspectives to field situations utilizing evidenced based practice.</p>	<p><b>4. APPLYING THEORY TO PRACTICE</b>            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><b>5. ADVOCACY</b>            Begin to advocate for underserved and disenfranchised clients or groups in the assigned field placement.</p>	<p><b>5. ADVOCACY</b>            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><b>6. DIVERSITY</b> 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><b>6. DIVERSITY</b> Conduct self with self-awareness and increased knowledge of diverse populations with the commitment to provide culturally competent services and delivery.</p>
<p><b>7. COMMUNICATION</b> 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><b>7. COMMUNICATION</b> Demonstrate a professional level of written and oral communication relevant to the concentration and the ability to communicate across diverse client systems.</p>

# **MSW Program Curriculum**

## **Foundation Year Curriculum**

### **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)

## **Advanced Year Curriculum**

### **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)- 2<sup>nd</sup> 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

<b>1T QTR</b>	<b>FALL</b>	
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

<b>2ND QTR</b>	<b>WINTER</b>	
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

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

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

\*CalSWEC MH students only

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

Total elective requirement 8 units

<b>6TH QTR</b>	<b>SPRING</b>	
SW 6520	Advanced Policy	4 or
SW 6525	Practice: CYF Advanced	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

<b>1ST QTR</b>	<b>FALL</b>	
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
<b>2ND QTR</b>	<b>WINTER</b>	
SW 6001	Human Behavior and Social Environment II (Adult) (Hybrid)	4
SW 6030	Social Welfare Policy: History and Philosophy (fully in-person)	4
<b>3RD QTR</b>	<b>SPRING</b>	
SW 6011	Generalist Practice I (fully in-person)	4
SW 6032	Social Welfare Policy: Research (Hybrid)	4
<b>4TH QTR</b>	<b>SUMMER</b>	
SW 6999	If in field placement	1
SW	Elective(s) (Hybrid)	4
<b>5TH QTR</b>	<b>FALL</b>	
SW 6012	Generalist Practice II (fully in-person)	4
SW 6020	Field Instruction I (Hybrid)	4
<b>6TH QTR</b>	<b>WINTER</b>	
SW 6013	Generalist Practice III (fully in-person)	4
SW 6021	Field Instruction II (Hybrid)	4
<b>7TH QTR</b>	<b>SPRING</b>	
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
<b>8TH QTR</b>	<b>SUMMER</b>	
SW 6932	Quantitative/Qualitative Analysis	4
SW 6999	If in field placement	1
SW	Elective(s) (Hybrid)	4
Total elective requirement: 8 units		
<b>9TH QTR</b>	<b>FALL</b>	
SW 6510	Advanced Mezzo Practice: CYF	4 or
SW 6515	(fully in-person) Advanced Mezzo	4
SW 6530	Field Instruction IV (Hybrid)	4
<b>10TH QTR</b>	<b>WINTER</b>	
SW 6520	Advanced Policy Practice: CYF	4 or
SW 6525	(fully in-person) Advanced Policy	4
SW 6531	Field Instruction V (Hybrid)	4
<b>11TH QTR</b>	<b>SPRING</b>	
SW 6935	Program Evaluation	4
SW 6531	Field Instruction VI (Hybrid)	4
<b>12TH QTR</b>	<b>SUMMER</b>	
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 <b>Traditional</b> 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 <b>Extended</b> 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 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 any time 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	YEA	CAMPUS	HOURS PER	HOURS PER	NUMBER OF	TOTAL
TRADITIONAL	1st	Hayward	16	160	3	480
	2nd	Hayward	20 +24	200 - 240	3	600
						108

### 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	HOURS PER	NUMBER OF	TOTA
TRADITIONAL	2nd	Oakland	16	160	3	480
	3rd	Oakland	20	200 +240	3	600
						108

## 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	YEA	CAMPUS	HOURS PER	NUMBER OF	TOTA
EXTENDED	2nd	Oakland	12	45	540
	3rd	Oakland	12	45	540
					108

## 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.

3. 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 will 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.

## Foundation (1st Year) Flowchart

Students complete *Application for Field Placement* (Appendix B) and select their top five choices of social services areas

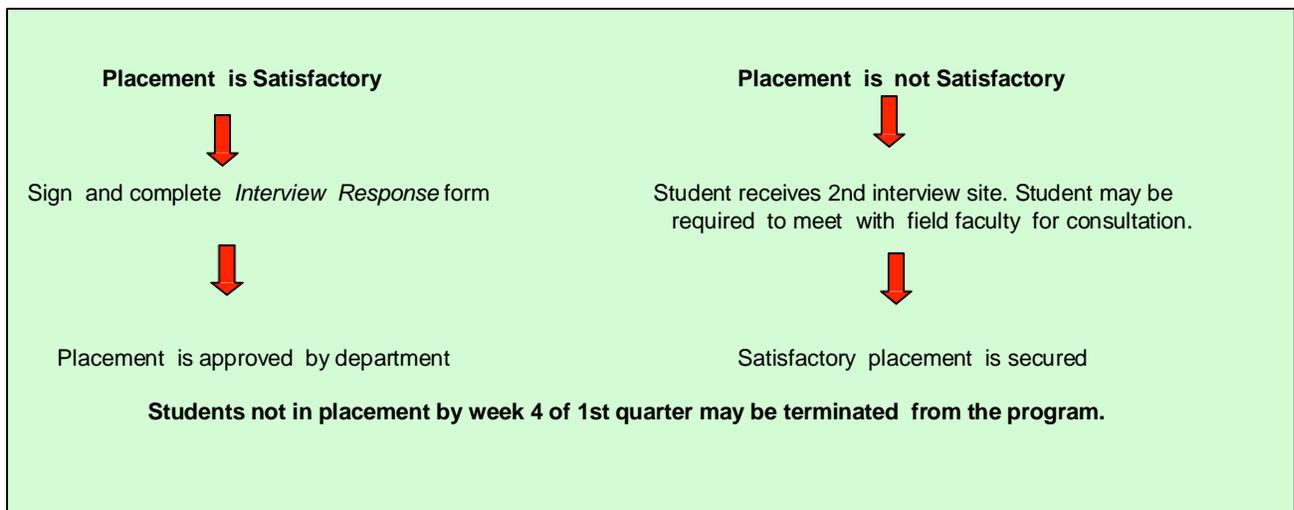


Department faculty field liaisons conduct face-to-face interviews. During this interview the students and faculty will:

- Review the student's resume and make appropriate changes.
- Review any necessary accommodations for disabilities and referral for Accessibility Services.
- Discuss factors impacting placement.
- Provide student with a copy of the *Interview Response Form* to be completed during the interview process.



The student will be provided with an appropriate placement with instructions on how to contact the placement and contact the field department for feedback.

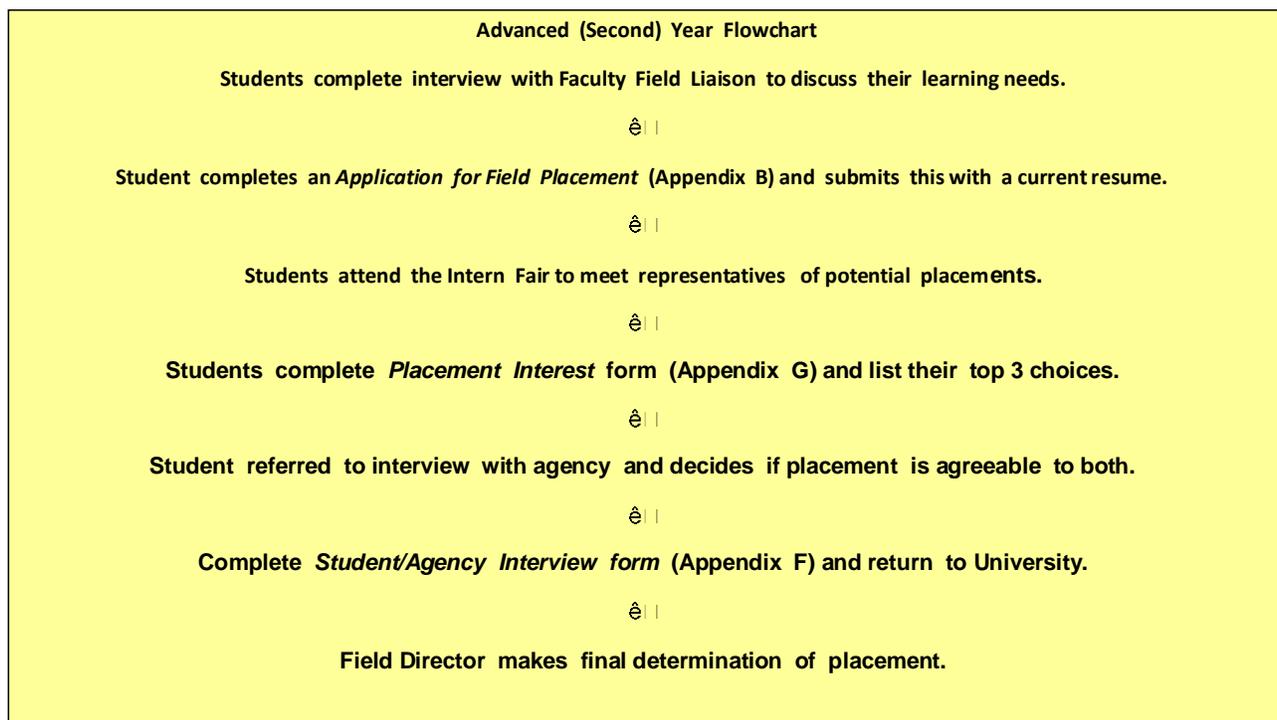


## Students Entering Advanced (Second) Year Fieldwork

- Students must 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 2<sup>nd</sup> *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.



## 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 any time.
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. 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.
3. 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 that 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.
3. 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. 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 (2<sup>nd</sup>) 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.

# Appendices

## 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)- 2<sup>nd</sup> Year

## Appendix A.1 - Hayward Curriculum Design

### Hayward Curriculum Design

<b>1ST QTR</b>	<b>FALL</b>	
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

<b>2ND QTR</b>	<b>WINTER</b>	
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

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

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

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

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

**Note: Elective requirement is 8 units**

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## 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

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

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

Total elective requirement: 8 units

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

**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.

<u>CAMPUS</u>	<u>CONCENTRATION</u>	<u>YEAR</u>	<u>GRANT (I F APPLICABLE)</u>
<input type="checkbox"/> HAYWARD <input type="checkbox"/> OAKLAND	<input type="checkbox"/> CYF <input type="checkbox"/> CMH	<input type="checkbox"/> 1 <sup>ST</sup> <input type="checkbox"/> 2 <sup>ND</sup> <input type="checkbox"/> 3 <sup>RD</sup>	<input type="checkbox"/> IV-E (CYF) <input type="checkbox"/> 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 MANAGEMENT, ETC.**

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**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:**

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**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 principles 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 Competencies  
and CalSWEC II Competencies  
(To be addressed in the *Learning Agreement*)**

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> revised 10.24.16



**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"/> <b>EXTENDED:</b> FOUNDATION YR OAK STUDENT 12 HRS/WK	<input type="checkbox"/> <b>EXTENDED:</b> ADVANCED YR OAKLAND STUDENT 12 HRS/WK
<input type="checkbox"/> <b>TRADITIONAL:</b> FOUNDATION YR OAKLAND STUDENT 16 HRS/WK	<input type="checkbox"/> <b>TRADITIONAL:</b> ADVANCED YR OAKLAND STUDENT 20-24 HRS/WK
<input type="checkbox"/> <b>TRADITIONAL:</b> FOUNDATION YR HAYWARD STUDENT 16 HRS/WK	<input type="checkbox"/> <b>TRADITIONAL:</b> ADVANCED YR HAYWARD STUDENT 20-24 HRS/WK
<input type="checkbox"/> <b>TRADITIONAL:</b> FOUNDATION YR IV-E STUDENT 16 HRS/WK	<input type="checkbox"/> <b>TRADITIONAL:</b> ADVANCED YR IV-E STUDENT 20-24 HRS/WK
<input type="checkbox"/> <b>SCHEDULE MODIFICATION (PLS LIST OTHER ARRANGEMENTS)</b>	<input type="checkbox"/> <b>TRADITIONAL:</b> 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: \_\_\_\_\_



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><b>VALUES &amp; ETHICS</b></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><b>PROFESSIONAL USE OF SELF</b></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><b>CRITICAL THINKING</b></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 EVALUATIONS</p>	<p>1) DISCUSS WITH FI</p>
<p><b>APPLYING THEORY TO PRACTICE</b></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><b>ADVOCACY</b></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><b><u>DIVERSITY</u></b> 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><b><u>COMMUNICATION</u></b> 7) LEARN DOCUMENTATION REQUIREMENTS AND STRONG DOCUMENTATION SKILLS</p>	<p>1) ATTEND AGENCY ORIENTATION</p>	<p>1) WEEKLY REVIEW OF DOCUMENTATION WITH MY FI</p>
<p><b><u>UTILIZING EVIDENCE-BASED PRACTICE</u></b> 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

<b>2.1.1 Identify as a professional social worker and conduct oneself accordingly</b>		
<b>IV-E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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/WorkshopManuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	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/WorkshopManuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	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/WorkshopManuals <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 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/WorkshopManuals <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.

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

IV+E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
<p>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.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>Study and review policies and research on Child Welfare.  Present a policy in Title IV+E seminar.</p>
<p>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.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>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.</p>
<p>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.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>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.</p>
<p>CF 1.h. Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy and research.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>Read documentation completed by seasoned workers.  Attend an agency or county utilization review (UR) or audit session.</p>

**2.1.2 Apply social work ethical principles to guide professional practice**

IV+E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
<p>CF 2.a. Demonstrate awareness of personal values and bias and manages such bias to engage in practice consistent with professional ethics and values.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>Read documentation completed by seasoned workers.  Attend an agency or county utilization review (UR) or audit session.</p>

<p>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.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>Read documentation completed by seasoned workers.  Attend an agency or county utilization review (UR) or audit session.</p>
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**2.1.2 Apply social work ethical principles to guide professional practice (cont'd)**

<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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/WorkshopManuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	<p>Read documentation completed by seasoned workers.</p> <p>Attend an agency or county utilization review (UR) or audit session.</p>
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/WorkshopManuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	<p>Read documentation completed by seasoned workers.</p> <p>Attend an agency or county utilization review (UR) or audit session.</p>

**2.1.3 Apply critical thinking to inform and communicate professional judgments**

<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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/WorkshopManuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	<p>Observe other social workers in practice. Discuss with FI.</p> <p>Process record 2 cases per quarter.</p>
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/WorkshopManuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	<p>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>.</p>
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/WorkshopManuals <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> Other: _____ <input type="checkbox"/> N/A	<p>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>.</p>

**2.1.4 Engage diversity and difference in practice**

IV+E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
<p>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.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>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>.</p>
<p>CF 4.b. Recognize how institutional racism and power dynamics affect workplace culture and climate in practice.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>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>.</p>
<p>CF 4.c. Demonstrate self-awareness of bias, including knowledge of and capacity to manage power differences, when assessing and working with diverse populations.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>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>.</p>
<p>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.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>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>.</p>
<p>CF 4.e. Demonstrate capacity to learn from and consult/collaborate with others and to engage constituents/consumers within the helping process.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>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>.</p>

2.1.5 Advance human rights and social and economic justice

IV+E COMPETENCY	FIELD TASK/ACTIVITY	EVALUATION
<p>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.</p>	<p> <input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A                 </p>	<p>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>.</p>

<b>2.1.5 Advance human rights and social and economic justice (cont'd)</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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/WorkshopManuals <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/WorkshopManuals <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> .
<b>2.1.6 Engage in research informed practice and practice informed research</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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/WorkshopManuals <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/WorkshopManuals <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> .
<b>2.1.7 Apply knowledge of human behavior to the social environment</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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/WorkshopManuals <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> .

<p>CF 7.b.          Demonstrate beginning ability to gather and interpret behavioral knowledge in perceiving person and environment.</p>	<p> <input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A         </p>	<p>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>.</p>
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<b>2.1.8 Engage in policy practice to advance social and economic wellbeing and to deliver effective social services</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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.	Case Carrying Activities Individual Supervision Training/Workshop Manuals Shadow Other Workers Meetings Collaboration w/ Other Agencies Other: _____ 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.	Case Carrying Activities Individual Supervision Training/Workshop Manuals Shadow Other Workers Meetings Collaboration w/ Other Agencies Other: _____ 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> .
<b>2.1.9 Respond to contexts that shape practice</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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/WorkshopManuals <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 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/WorkshopManuals <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> .
<b>2.1.10(a) Engagement</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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/WorkshopManuals <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.)

<p>CF 10(a).b.          Demonstrate the capacity to exercise empathy and use of self in engagement and service delivery.</p>	<p><input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> Training/WorkshopManuals  <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> Other: _____  <input type="checkbox"/> N/A</p>	<p>Discuss with FI, meet weekly to review practice with clients.</p>
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<b>2.1.10(a) Engagement (cont'd)</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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.
<b>2.1.10(b) Assessment</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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	
<b>2.1.10(c) Intervention</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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.

<b>2.1.10(c) Intervention (cont'd)</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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.
<b>2.1.10(d) Evaluation</b>		
<b>IV+E COMPETENCY</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
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

### TITLE IV-E LEARNING AGREEMENT ADVANCED 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 and the classroom. 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	ADVANCED PRACTICE INDICATOR	FIELD TASK/ACTIVITY	EVALUATION
CA 1.1. Able to articulate the roles of a professional child welfare social worker and consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles.	CP 1.1. Interact positively with clients, colleagues and supervisors and demonstrate skill in seeking out suitable client services and ensuring client access to those services. CP 1.2. Maintain professional demeanor and boundaries in practice situations, demonstrate skill in articulating professional knowledge and effective use of self, and utilize appropriate resources to ensure professional growth.	<input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> <input type="checkbox"/> Individual Supervision <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> <input type="checkbox"/> Other: _____ <input type="checkbox"/> <input type="checkbox"/> N/A	Discuss with FI  Write a summary at the end of the year looking at my professional growth.  Discuss community experiences with FI and summarize learning log.  Discuss issues of advocacy.

<p>CA 1.2. Applies ethical principles, codes of ethics, and professional social work values skillfully in practice and in resolving ethical conflicts.</p>	<p>CP 1.3. Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals  <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> <input type="checkbox"/> Other: _____  <input type="checkbox"/> <input type="checkbox"/> N/A</p>	<p>Discuss all strategies w/FI.</p>
<p><b>2.1.2 Apply social work ethical principles to guide professional practice</b></p>			
<p><b>IV-E COMPETENCY</b></p>	<p><b>ADVANCED PRACTICE INDICATOR</b></p>	<p><b>FIELD TASK/ACTIVITY</b></p>	<p><b>EVALUATION</b></p>
<p>CA 2.1. Able to articulate the roles of a professional child welfare social worker and consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles.</p>	<p>CP 2.1. Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals  <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> <input type="checkbox"/> Other: _____  <input type="checkbox"/> <input type="checkbox"/> N/A</p>	<p>Use good documentation skills in learning log and submit for review in class.</p> <p>Write up case presentation for FI to review and comment.</p>

**2.1.3 Apply critical thinking to inform and communicate professional judgments**

IV-E COMPETENCY	ADVANCED PRACTICE INDICATOR	FIELD TASK/ACTIVITY	EVALUATION
<p>CA 3.1. Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment to synthesize information, to practice effectively in child welfare and to communicate professional judgments.</p>	<p>CP 3.1. Routinely exercise critical, higher-order thinking in evaluating child welfare data and proactively seek additional data as required to make reasoned professional decisions.</p> <p>CP 3.2. Consistently communicate information including professional knowledge and judgments, clearly, promptly, effectively and in a manner appropriate to diverse recipients.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities</p> <p><input type="checkbox"/> <input type="checkbox"/> Individual Supervision</p> <p><input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals</p> <p><input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings</p> <p><input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> N/A</p>	<p>Use good documentation skills in learning log and submit for review in class.</p> <p>Write up case presentation for FI to review and comment.</p>

**2.1.4 Engage diversity and difference in practice**

IV-E COMPETENCY	ADVANCED PRACTICE INDICATOR	FIELD TASK/ACTIVITY	EVALUATION
<p>CA 4.1. In providing effective child welfare practice, consistently demonstrate and articulate both accurate awareness of self and knowledge of societal variables contributing to power imbalances and interpersonal and intercultural conflict among individuals, families, groups, organizations and communities.</p>	<p>CP 4.1. In child welfare practice, demonstrate both an acute awareness of historical and societal variables influencing interaction at the micro, mezzo, and macro levels and the consistent ability to work effectively with diverse individuals, families, and communities.</p> <p>CP 4.2. Consistently demonstrate the skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to child welfare practice.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities</p> <p><input type="checkbox"/> <input type="checkbox"/> Individual Supervision</p> <p><input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals</p> <p><input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings</p> <p><input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies</p> <p><input type="checkbox"/> <input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> N/A</p>	<p>Explore my reactions to the Hmong culture in my learning log and with my FI.</p> <p>Discuss my thoughts about the effects of my ethnicity and culture on the helping relationship with a client.</p>

**2.1.5—Advance human rights and social and economic justice.**

IV-E COMPETENCY	ADVANCED PRACTICE INDICATOR	FIELD TASK/ACTIVITY	EVALUATION
<p><b>CA 5.1.</b> Utilize knowledge of human behavior, variables that contribute to injustice, and advocacy theory to provide leadership in applying social work skills to promote social and economic justice at the micro, mezzo and macro levels in child welfare.</p>	<p><b>CP.5.1.</b> Engage in policy practice to improve social and economic justice in child welfare.</p>	<p> <input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals  <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings  <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> <input type="checkbox"/> Other: _____  <input type="checkbox"/> <input type="checkbox"/> N/A                 </p>	<p>Venture into the community at least 2 times per quarter in my professional role as social worker. Explore potential for client community advocacy. Discuss issues of advocacy.</p>

**2.1.6 Engage in research informed practice and practice informed research.**

IV-E COMPETENCY	ADVANCED PRACTICE INDICATOR	FIELD TASK/ACTIVITY	EVALUATION
<p><b>CA 6.1.</b> Regularly assess and use research to guide child welfare practice, to evaluate child welfare practice, and to disseminate findings to improve child welfare practice.</p>	<p><b>CP 6.1.</b> Demonstrate skill in conducting child welfare literature reviews, in applying findings to practice, in program evaluation, and in knowledge dissemination.</p>	<input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> <input type="checkbox"/> Individual Supervision <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> <input type="checkbox"/> Other: _____ <input type="checkbox"/> <input type="checkbox"/> N/A	<p>Write a report reference guide to include telephone numbers.</p>

**2.1.7 Apply knowledge of human behavior to the social environment.**

IV-E COMPETENCY	ADVANCED PRACTICE INDICATOR	FIELD TASK/ACTIVITY	EVALUATION
<p><b>CA 7.1.</b> Integrates knowledge and theory of human behavior and the social environment from diverse perspectives to conduct reliable and valid assessments, comprehensive service plans, effective interventions, and meaningful evaluations in child welfare.</p>	<p><b>CP 7.1.</b> In evaluation of child welfare practice (engagement, assessment, planning, intervention, and evaluation), demonstrate the ability knowledgably to apply information about human behavior and the social environment from diverse perspectives.</p>	<input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> <input type="checkbox"/> Individual Supervision <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> <input type="checkbox"/> Other: _____ <input type="checkbox"/> <input type="checkbox"/> N/A	<p>Present one case per quarter to a peer group at agency paying particular attention to social issues such as poverty and oppression which affect the case while exploring possible interventions.</p>

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

IV-E COMPETENCY	ADVANCED PRACTICE INDICATOR	FIELD TASK/ACTIVITY	EVALUATION
<p><b>CA 8.1.</b> Articulates knowledge of current agency, state, and federal child welfare policies and engages in effective development and implementation of ethical and effective child welfare practices and policies.</p>	<p><b>CP 8.1.</b> Demonstrate through policy practice interventions, the knowledge of social work values, child welfare relevant policies (including those specific to cultural groups), and assessment of service effectiveness.</p>	<input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> <input type="checkbox"/> Individual Supervision <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> <input type="checkbox"/> Other: _____ <input type="checkbox"/> <input type="checkbox"/> N/A	<p>Write an essay on effects of social factors (poverty, racism, oppression, access to resources, etc.) on my client.</p>

**2.1.9 Respond to contexts that shape practice.**

IV-E COMPETENCY	ADVANCED PRACTICE INDICATOR	FIELD TASK/ACTIVITY	EVALUATION
<p><b>CA 9.1.</b> Identify trends among micro, mezzo, and macro variables that affect child welfare practice and provide leadership to respond to those trends in effective and culturally competent ways.</p>	<p><b>CP 9.1.</b> Readily identify changing factors that affect child welfare services and initiate culturally competent action to promote responsive, sustainable services.</p>	<p> <input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities  <input type="checkbox"/> <input type="checkbox"/> Individual Supervision  <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals  <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers                      Meetings  <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies  <input type="checkbox"/> <input type="checkbox"/> Other: _____  <input type="checkbox"/> <input type="checkbox"/> N/A                 </p>	

<b>2.1.10(a) Engagement</b>			
<b>IV-E COMPETENCY</b>	<b>ADVANCED PRACTICE INDICATOR</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
<b>CA 10(a).1.</b> Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values in child welfare practice.	<b>CP 10(a).1.</b> Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.	<input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> <input type="checkbox"/> Individual Supervision <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> <input type="checkbox"/> Other: _____ <input type="checkbox"/> <input type="checkbox"/> N/A	
<b>2.1.10(b) Assessment</b>			
<b>IV-E COMPETENCY</b>	<b>ADVANCED PRACTICE INDICATOR</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
<b>CA 10(b).1.</b> Consistently gather qualitative and quantitative data from a variety of sources, form coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet standards for child welfare social work practice.	<b>CP 10(b).1.</b> Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.	<input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> <input type="checkbox"/> Individual Supervision <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> <input type="checkbox"/> Other: _____ <input type="checkbox"/> <input type="checkbox"/> N/A	
<b>2.1.10(c) Intervention</b>			
<b>IV-E COMPETENCY</b>	<b>ADVANCED PRACTICE INDICATOR</b>	<b>FIELD TASK/ACTIVITY</b>	<b>EVALUATION</b>
<b>CA 10(c).1.</b> Comfortably move among the roles of a social worker in child welfare and intervene effectively in those roles, including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and terminations.	<b>CP 10(c).1.</b> Shape child welfare interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.	<input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> <input type="checkbox"/> Individual Supervision <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> <input type="checkbox"/> Other: _____ <input type="checkbox"/> <input type="checkbox"/> N/A	

**2.1.10(d) Evaluation**

IV-E COMPETENCY	ADVANCED PRACTICE INDICATOR	FIELD TASK/ACTIVITY	EVALUATION
<b>CA 10(d).1.</b> Consistently employ reliable and valid methods for monitoring and evaluating practice interventions and use the results to improve child welfare policy and practice.	<b>CP 10(d).1.</b> Regularly engage in practice evaluation using reliable and valid methods, and apply the results to benefit child welfare clients.	<input type="checkbox"/> <input type="checkbox"/> Case Carrying Activities <input type="checkbox"/> <input type="checkbox"/> Individual Supervision <input type="checkbox"/> <input type="checkbox"/> Training/Workshop Manuals <input type="checkbox"/> <input type="checkbox"/> Shadow Other Workers Meetings <input type="checkbox"/> <input type="checkbox"/> Collaboration w/ Other Agencies <input type="checkbox"/> <input type="checkbox"/> Other: _____ <input type="checkbox"/> <input type="checkbox"/> N/A	

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency FI  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty FL  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**REV 8.28.14**

## Appendix D --- Hayward Record of Practicum Hours



## Appendix D.1 --- Oakland Record of Practicum Hours



## Appendix E -- Master Field Calendar 2017-2018



### MASTER FIELD CALENDAR 2017-2018

Summer Quarter 2017		Oakland Students
June 19 (M)	Academic Instruction Begins	
June 19 (M)	Begin Field - Oakland Extended Block Students	
July 4 (T)	Independence Day - University Closed	
July 8 (S)	<i>Learning Agreements</i> due - All Oakland Extended Block Students	
August 27 (S)	Last Day of Academic Instruction	
August 27 (S)	Last Day of Field - Oakland Extended Block Students	
August 28-Sept 3	<b>Finals Week</b>	
September 2 (S)	Field Evaluations due- All Oakland Summer and Extended Students	
September 5 (T)	<i>Labor Day University Closed</i>	
September 11 (M)	Grades Due	
September 5-18	<b>Academic Recess</b>	
Fall Quarter 2017		Hayward & Oakland Students
September 1 (F)	Begin Field - Advanced Year Title IV-E Students	
September 5 (T)	Field Instructor Symposium 9-12pm	
September 19 (T)	MSW Orientation - All Hayward incoming Students (MSW 9 - 12 noon, Field 1-4 pm)	
September 20 (W)	Academic Instruction Begins	
September 20 (W)	Begin Field - Hayward Students Advanced Students- (Foundation Students Begin 9/21)	
September 20 (W)	Begin Field - Oakland Traditional Block Students	
October 17 (T)	<i>Learning Agreements</i> due - Hayward Students	
October 21 (S)	<i>Learning Agreements</i> due - Oakland Students	
November 10 (F)	Veterans Holiday - University Closed	
November 23 & 24	Thanksgiving Holiday—University Closed	
December 3 (Su)	Last Day of Academic Instruction	
December 3 (Su)	Last Day of Field Placement - ALL Students	
December 4 (M)	<i>1<sup>st</sup> Progress Report</i> due - All Hayward & Oakland Students	
December 4-10	Finals Week	
December 18 (M)	Grades Due	
December 15-Jan 1	<b>Academic Recess</b>	
Winter Quarter 2018		Hayward & Oakland Students
January 2 (T)	Academic Instruction Begins	
January 2 (T)	Field Begins - All Hayward Students	
January 2 (T)	Field Begins - Oakland Traditional & Extended Block Students	
January 15 (M)	Martin Luther King Day - University Closed	
February 15 (TH)	MSW Field Fair ( <i>Tentative</i> )	

March 11 (SUN)	Last Day of Academic Instruction
March 11 (SUN)	Last Day of Field - All Students
March 12 (M)	Mid-Year Progress Reports due - All Students
March 12-17	Finals Week
March 27(M)	Grades Due
March 20-26	Academic Recess
<b>Spring Quarter 2018</b>	
<b>Hayward &amp; Oakland Students</b>	
March 26 (M)	Academic Instruction Begins
March 26 (M)	Field Begins - All Hayward Students
March 26 (M)	Field Begins - Oakland Traditional
March 30 (F)	Caesar Chavez Holiday - University Closed
April 7 (S)	Field Orientation - 1st Year Oakland students
May 10 (TH)	Field Instructor Appreciation Luncheon - Tentative
May 28 (M)	Memorial Day - University Closed
June 2 (S)	Last Day of Academic Instruction
June 2 (S)	Last Day of Field - All Students
June 4 (M)	Final Progress Reports due - All Students
June 4-10	Finals Week
June 12 (T)	Grades Due
June 11-18	Academic Recess
<b>Summer Quarter 2018</b>	
<b>Oakland Students</b>	
June 18 (M)	Academic Instruction Begins
July 7 (S)	Learning Agreements due - Extended Students
August 25 (S)	Last Day of Academic Instruction
August 29- Sept4	Finals Week
September 3 (M)	Final Progress Reports due - All Oakland Students
September 4 (T)	Grades Due
September 3 (M)	Labor Day - University Closed
September 8 - 20	Academic Recess

Dates shaded **Yellow** are University dates that are subject to change.

**Appendix F --- Hayward Student/Agency Interview Response Form**



HAYWARD
STUDENT/AGENCY INTERVIEW RESPONSE FORM

FIELD PLACEMENT FOR: Fall 20\_\_\_ Winter 20\_\_\_ Spring 20\_\_\_ Summer 20\_\_\_

Student Name:\_\_\_\_\_ Net ID: \_\_\_\_\_

Home Phone:\_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Agency Information:
Agency Name: \_\_\_\_\_
Placement Address: \_\_\_\_\_
Agency Phone: \_\_\_\_\_ Field Instructor: \_\_\_\_\_
FI Phone: \_\_\_\_\_ FI Email: \_\_\_\_\_
Days in Placement: \_\_\_\_\_ Hours: \_\_\_\_\_

Placement Interview Outcome: Date of Interview: \_\_\_\_\_
[ ] Placement appears mutually satisfactory
[ ] Placement is not mutually satisfactory. Please explain. \_\_\_\_\_

Placement Approval:
FI Signature: \_\_\_\_\_
Student Signature: \_\_\_\_\_
Field Director Signature: \_\_\_\_\_
Date of Approval: \_\_\_\_\_
BY SIGNING YOUR NAME ABOVE, YOU ARE AGREEING WITH THE TERMS AND CONDITIONS OUTLINED BY THE AGENCY I.E., WORK SCHEDULE, HOURS, LOCATION, ETC.
REV 8.28.14

**Appendix F.1 --- Oakland Student/Agency Interview Response Form**



OAKLAND  
STUDENT/AGENCY INTERVIEW RESPONSE FORM

PLACEMENT TRACK

Traditional       Extended 12/hr Block

FIELD PLACEMENT START DATE

Summer Quarter       Fall Quarter Year: 20\_\_

Student Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_@horizon.csueastbay.edu

**Agency Information**

Agency Name: \_\_\_\_\_

Placement Address: \_\_\_\_\_

Agency Phone: \_\_\_\_\_ Agency Field Instructor (FI): \_\_\_\_\_

FI Phone: \_\_\_\_\_ FI Email: \_\_\_\_\_

Days in Placement: \_\_\_\_\_ Hours: \_\_\_\_\_

**Placement Interview Outcome**

Interview date: \_\_\_\_\_

The placement appears mutually satisfactory

The placement is **not** mutually satisfactory. Please explain: \_\_\_\_\_

\_\_\_\_\_

**Placement Approval**

Field Instructor Signature (Agency): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Field Director Signature (Faculty): \_\_\_\_\_

Approval Date: \_\_\_\_\_

**BY SIGNING YOUR NAME ABOVE, YOU ARE AGREEING WITH THE TERMS AND CONDITIONS OUTLINED BY THE AGENCY i.e., WORK SCHEDULE, HOURS, LOCATION, etc.**

Revised 8.25.14 ca

**Appendix G --- Advanced Year Placement Interest Form**



Advanced Year Placement Interest Form

(Complete this form after the Winter Intern Fair. Please note that specific grants/stipends may require a different placement process.)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Concentration:  CYF  CMH

Stipend:  Title IV-E  CalSWEC II Campus:  Hayward  Oakland

Instructions:

- You are allowed to interview at three agencies. Students can identify placements of interest through the Intern Fair, approved field agencies posted on the department's website, and conversations with staff and students.
Students must work with their field liaison to secure a placement.
Advanced year placements must be concentration specific.
Below, list the three agencies you are most interested in. Make your first choice, number 1; second, number 2; and third, number 3.
Place an 'X' in the box if you made contact with the agency at the Intern Fair. If you gave the agency your resume at the Fair and were asked to call for an interview, you may call the agency directly. Remember that agencies are often inundated with internship calls at this time of year. Be patient and polite.
If you are interested in an agency that is on the department's website, speak with your liaison. Students may not arrange new placements on their own.
If you are interested in one of our placement agencies, but did not meet with an agency representative at the Intern Fair, speak with your field liaison about the appropriateness of the placement and for contact information.
Remember you must complete an Application for Field Placement form and submit a current resume.

Placements of Interest:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Comments/Notes:

Return this form to your Field Liaison

**Appendix H --- Employer Placements**



## MSW Program Employer Placements

### Use of Employment Agency as Fieldwork Site

Students who are employed in social work agencies may request that their agency be evaluated for suitability as a field placement site. The employee placement with one's employer is implemented by the agency by submitting a completed proposal form. The field director, in consultation with the faculty field liaison, is responsible for reviewing the proposal.

The purpose of fieldwork is to provide an opportunity for interns to integrate theoretical knowledge and conceptual frameworks with direct social work practice in an agency providing social work services. It is an educationally focused experience with clearly defined educational objectives. Interns are required to be under the supervision of an experienced MSW level social worker. The practicum experience is designed to provide new and challenging experiences to the intern in supervised, direct service activities, and provide practice experiences in the application of theory and skills. It is the educational goal of the program to produce a professionally reflective, self-evaluating, knowledgeable and relatively autonomous professional social worker.

In order to assure the education focus of the practicum experience, the following must be met:

**The agency must be able to provide a practicum site for the intern during fieldwork hours that is in a different physical location and that the learning assignments are significantly different from normal work activities and duties.**

**Assigned hours for practicum must be completed in a different program area or unit of the agency, allowing for an actual physical separation of employment and practicum activities.**

**The intern must have practicum assignments with a different client population, program area or service area during the fieldwork hours.**

**As part of the *Memorandum of Understanding* (MOU attached), the agency must provide the employee with a work schedule of no more than forty (40) hours per week.**

**There must be available a qualified field instructor (MSW with two (2) years post graduate experience) who is different from the line supervisor of the student. The field instructor must be available to the intern during the hours when the intern is in his or her practicum. There can be no possibility of a dual relationship.**

**The proposed practicum assignments must be educationally focused and address the MSW department's educational objectives.**

**The agency must submit a written proposal describing the differentiation between employment activities and practicum activities. The proposal must be signed off by the intern, proposed field instructor, work supervisor and agency representative.**

**The proposal must provide a schedule that adheres to the practicum calendar. Specific hours and/or blocks of time must be designated as practicum hours. Typically, a Hayward intern is required to spend 16-20 hours per week in practicum – depending on whether the intern is a first or second year student. Practicum hours must be scheduled at a minimum of four (4) hours at a time; eight (8) hour blocks are preferred, and the schedule should provide the best educational experience.**

**Hours for Hayward interns will be clocked from mid-October through mid-June. Interns are not allowed to accelerate the accumulation of hours, carry forward any hours from month to month, nor count any employment hours towards the required hours.**

**Hours for Oakland interns will vary depending on the placement option chosen.**

**The identified field instructor must complete the three (3) hour field instructor training (introduction to field instruction) prior to the implementation of the placement, and the agency must take steps to ensure that agency staff is informed of the requirements and expectations of the practicum.**

**If the proposal involves the assignment of a “task supervisor,” the proposal must provide specific details regarding this proposed arrangement.**

### **Procedures**

Interns requesting that their agency of employment be utilized as their practicum placement need to carry out the following steps:

Present your agency supervisor with the policies and procedures regarding the development of the proposal.

Ask your employer to complete an *Agency Fact Sheet* (Appendix J) and return it to the Department of Social Work.

Ask your employer to complete an *Employer Placement* form (Appendix H). Once it is completed and signed off by all parties, your employer should submit it to the faculty field liaison. All sections of the form must be completed before it is submitted.

Approved proposals will be signed off by the field director and returned to the agency. Written notification to the student will be made in all cases where a proposal is not approved. Students should have an alternative plan developed for the completion of practicum hours in the event that the proposal is not acceptable and/or does not meet educational requirements.

Revised 08/14/13

**California State University East Bay Department of Social Work**

**Employer Placements**

**Proposed Agency/Field Site:** \_\_\_\_\_

**Proposed Field Instructor:** \_\_\_\_\_

**Proposed Task Supervisor:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Degree:** \_\_\_\_\_ **License:** \_\_\_\_\_

**1. Describe the specific details and rationale for the Task Supervisor arrangement:** \_\_\_\_\_

**2. Is the MSW supervisor on-site or off-site?** \_\_\_\_\_

**3. If the on-site supervisor in an MSW, explain the need for a Task Supervisor. Be specific.**

**4. Describe how the practicum activities will be significantly different from your employment responsibilities.**

**5. Describe the proposed schedule for fieldwork hours and employment hours.**

**Work Schedule:** \_\_\_\_\_

**Practicum Schedule:** \_\_\_\_\_

**Signature Agency Representative:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature Current Supervisor:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature Proposed Field Instructor:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature Proposed Task Supervisor:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature Student Intern:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_, **Field Director** **Date** \_\_\_\_\_

**Approved**    **Denied (state reason on attachment)**



Memorandum of Understanding Re: Employer Placements

This form serves as an agreement between the California State University East Bay Social Work Department and

Agency Name

Regarding the placement of:

Student Intern's Name

The above named student is an employee at the above named agency and will remain on employee status during their student practicum. The following conditions are approved by the agency and the Social Work Department to protect the educational integrity of the student's field placement.

- 1. The site will have a designated MSW level field instructor who is not the direct administrative (agency) supervisor of the student's work responsibilities. The designated field instructor for this placement is:
2. The learning experiences developed for the student will be selected from a unit of the agency separate and apart from the unit where he/she is an employee.
3. The learning experiences assigned to the student will address the educational needs and objectives of the student and will differ substantially from their employee responsibilities.
4. The agency and student agree to the attached plan regarding work hours and assignments that set apart the work and the practicum times and assignments.
5. The agency agrees to provide the student with a work schedule of no more than (40) hours per week designed to assist the student in meeting his/her required practicum hours.

Signatures:

Agency Representative

Date

Field Director

Date

Student (print name)

Date

**Appendix I --- Agency Agreement for Furnishing Fieldwork**



**SOCIAL WORK**  
**FIELD PLACEMENT AGREEMENT**

This Agreement is between the \_\_\_\_\_ ("Agency") and California State University East Bay ("University"), and is effective as of \_\_\_\_\_.

- A. Agency offers University students learning opportunities with Social Work Education.
- B. University operates a fully accredited Social Work program offering a master's degree in Social Work.
- C. The parties will both benefit by making a field training experience program ("Program") available to University students at Agency.

The parties agree as follows:

**I. GENERAL INFORMATION ABOUT THE PROGRAM**

- A. The maximum number of University students who may participate in the Program during each training period shall be mutually agreed by the parties at least 30 days before the training period begins.
- B. The starting date and length of each Program training period shall be determined by mutual agreement.
- C. Field Placements to be afforded under this agreement shall include Social Work only.

**II. UNIVERSITY'S RESPONSIBILITIES**

- A. Student Profiles. University shall advise each student enrolled in the Program to complete and send to Agency a student profile on a form to be agreed by the parties, which shall include the student's name, address, and telephone number. Each student shall be responsible for submitting his or her student profile before the Program training period begins. Agency shall regard this information as confidential and shall use the information only to identify each student.
- B. Schedule of Assignments. University shall notify Agency's Program supervisor of student assignments, including the name of the student, level of academic preparation, and length and dates of proposed clinical experience.
- B. Program Coordinator/Field Director. University shall designate a faculty member to coordinate with Agency's designee in planning the Program to be provided to students.
- D. Orientation Program. University shall provide an orientation to students regarding the University's field education policies and procedures prior to students entering placements. University shall provide seminars on issues related to field instruction for Agency staff providing field instruction to students.

- E. Records. University shall maintain all personnel records for its staff and all academic records for its students.
- F. Student Responsibilities. University shall notify students in the Program that they are responsible for:
- 1) Complying with Agency's administrative policies, procedures, rules and regulations.
  - 2) Submitting to health and background screenings as required by the Agency. Also assuming responsibility for their personal illnesses, necessary immunizations, tuberculin tests, and annual health examinations.
  - 3) Provide evidence of personal health insurance, at student's own expense.
  - 4) Maintaining the confidentiality of patient information.
    - a) No student shall have access to or have the right to receive any client records, except when necessary in the regular course of the clinical experience. The discussion, transmission, or narration in any form by student's of any individually identifiable client information, medical or otherwise, obtained in the course of the Program is forbidden except as a necessary part of the practicum experience. **[REQUIRED PROVISION/HIPAA]**
    - b) Neither University nor its employees or agents shall be granted access to individually identifiable information unless the client has first given consent using a form approved by Agency that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations. **[REQUIRED PROVISION/HIPAA]**
    - c) Agency shall reasonably assist University in obtaining client consent in appropriate circumstances. In the absence of consent, students shall use unidentifiable information only in any discussions about the clinical experience with University, its employees, or agents. **[REQUIRED PROVISION/HIPAA]**
  - 5) Complying with Agency's dress code and wearing name badges identifying themselves as students.
  - 6) Attending an orientation to be provided by their University instructors.
  - 7) Notifying Agency immediately of any violation of state or federal laws by any student.
  - 8) Providing services to Agency's clients only under the direct supervision of Agency's professional staff.
  - 9) Students shall be required to enter into a written agreement between student and Agency.

- G. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program, either from University or Agency. For purposes of this agreement, however, students are trainees and shall be considered members of Agency's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. §160.103. **[PRIOR SENTENCE IS REQUIRED PROVISION/HIPAA]**
- H. Students must go through an interview, application and background process:
  - 1) Student must contact Agency to set up an interview with coordinator.
  - 2) If successful, the student must complete an application, with all pertinent information of current and past references.
  - 3) The application is part of a background packet that includes a criminal history check, credit report, Department of Motor Vehicles check and local police department check.

### III. AGENCY'S RESPONSIBILITIES

- A. Field Education Experience. Agency shall accept from University the mutually agreed upon number of students enrolled in the Program and shall provide the students with supervised field experience. Field placements are to be supervised by a supervisor with an MSW and at least two years post masters experience. Supervision may be shared with an Agency staff member who does not have an MSW.
- B. Agency Designee. Agency shall designate a member of its staff to participate with University's designee in planning, implementing, and coordinating the Program.
- C. Access to Facilities. Agency shall permit students enrolled in the Program access to Agency facilities as appropriate and necessary for their Program, provided that the students' presence shall not interfere with Agency's activities.
- D. Records and Evaluations. Agency shall maintain complete records and reports on each student's performance and provide an evaluation to University on forms the University shall provide.
- E. Withdrawal of Students. Agency may request that University withdraw from the program any student who Agency determines is not performing satisfactorily, refuses to follow Agency's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing and must include a statement as to the reason or reasons for Agency's request. University shall comply with the written request within five (5) days after actually receiving it.
- F. Emergency Health Care/First Aid. Agency shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, Agency shall have no obligation to furnish medical or surgical care to any student.
- G. Student Supervision. Agency shall permit students to perform services for clients only when under the supervision of a registered, licensed, or certified professional on Agency's staff. Students shall work, perform assignments, and participate in staff meetings, and in-service educational programs at the discretion of their Agency-designated supervisors. Students are to be regarded as learners, not employees, and are not to replace Agency's staff.

- H. Agency's Confidentiality Policies. Students shall be subject to Agency's policies respecting confidentiality of information. In order to ensure that students comply with such policies, Agency shall provide students with substantially the same training that it provides to its regular employees.

#### IV. **AFFIRMATIVE ACTION AND NON-DISCRIMINATION**

The parties agree that all students receiving field experience pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identify, sexual orientation, age or veteran status.

Additionally, it is agreed that if a student with an approved disability accommodation is placed both CSUEB and Agency share the responsibility to meet the legal requirement to provide reasonable accommodations at the workplace under the American with Disabilities Act.

#### V. **STATUS OF UNIVERSITY AND AGENCY**

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of either Agency or University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance.

#### VI. **INSURANCE**

- a. Student Insurance. University shall ensure that each student in the Program procures and maintains in force during the term of this Agreement, at the student's sole cost and expense, professional liability insurance in amounts reasonably necessary to protect the student against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such professional liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best.
- b. Agency Insurance. Agency shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. Agency shall also maintain and provide evidence of workers' compensation and disability coverage for its employees as required by law. Agency shall provide University with evidence of the insurance coverage required by this paragraph, which shall provide for not less than thirty (30) days notice of cancellation to University. Agency shall promptly notify University of any cancellation, reduction, or other material change in the amount of scope of any coverage required hereunder.

The parties agree that Agency is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any University students or University instructors while said students or instructors are on the premises of Agency or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the Practicum Sites.

University shall inform each student regarding the lack of coverage of Workers' Compensation insurance by either party.

- c. University Insurance. It is understood and agreed that the California State University is a self-insured public agency of the State of California. The University also maintains self-insurance programs to fund its respective liabilities. Evidence of Insurance, Certificates of Insurance or other similar documentation shall not be required of either party under this agreement. Students shall be required to enroll in the University's Student Professional Liability program prior to beginning the clinical phase at AGENCY. Students shall maintain their own professional liability insurance in amounts not less than \$1,000,000 per occurrence and \$3,000,000 aggregate and be required to provide AGENCY with satisfactory evidence of said insurance.

## VII. IDEMNIFICATION

- a. University agrees to indemnify, defend and hold harmless Agency and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from University's negligence, or in proportion to the University's comparative fault.
- b. Agency agrees to indemnify, defend and hold harmless University and its affiliates, directors, trustees, officers, agents, and other employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from Agency's negligence, or in proportion to the Agency's comparative fault.

## VIII. TERM AND TERMINATION

- a. Term. This Agreement shall be effective as of the date first written above and shall remain in effect for 5 years, terminating on \_\_\_\_\_.
- b. Termination. This Agreement may be terminated at any time by the written agreement or upon 30 days' advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination shall take effect with respect to currently enrolled students, who shall be permitted to complete their training for any semester in which termination would otherwise occur.

## XI. GENERAL PROVISIONS

- c. Amendments. In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section II, Paragraph F, subdivisions 4.a), 4.b), and 4.c); Section II, Paragraph G, to the extent it provides that students are members of Agency's "workforce" for purposes of HIPAA; and Section V. This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.
- d. Assignment. Neither party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.
- e. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.

- f. Counterparts. This Agreement may be executed in any number of counterparts, each of whom shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.
- g. Entire Agreement. This Agreement is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this agreement.
- h. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.
- i. Notices. Notices required under this Agreement shall be sent to the parties by certified or registered mail, return receipt requested, postage prepaid, at the addresses set forth below:

**UNIVERSITY:**

**CALIFORNIA STATE UNIVERSITY EAST BAY**  
**25800 Carlos Bee Blvd,** Hayward, CA 94542-3021  
 Procurement Services – SA 2750  
<mailto:Deborah.Haynes@csueastbay.edu>  
 Attn: Deborah Haynes  
 Buyer II/Small Business/DVBE Advocate  
[deborah.haynes@csueastbay.edu](mailto:deborah.haynes@csueastbay.edu)  
 510-885-3842/Fax: 510-885-4258

**AGENCY:**

\_\_\_\_\_  
**Name of Parent Agency**

\_\_\_\_\_  
 Website

<b>Address</b>	<b>City</b>	<b>Zip</b>
<b>Agency Phone Number</b>	<b>Agency Fax Number</b>	
<b>Contact Person</b>	<b>Title</b>	
<b>Phone Number</b>	<b>Email Address</b>	

**IX. EXECUTION**

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

**AGENCY**

\_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**UNIVERSITY**

CALIFORNIA STATE UNIVERSITY, EAST BAY

By: \_\_\_\_\_

Name: Deborah Haynes

Title: Buyer II, Small Business/DVBE Advocate

Date: \_\_\_\_\_

09.02.14

## Appendix J --- Agency Fact Sheet



### Agency Fact Sheet

\_\_\_\_\_  
Name of Field Site Agency

\_\_\_\_\_  
Name of Parent Agency

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

\_\_\_\_\_  
Agency Phone Number

\_\_\_\_\_  
Agency Phone Number

\_\_\_\_\_  
Contact Person, Title Phone Number

\_\_\_\_\_  
Contact Person, Title Phone Number

\_\_\_\_\_  
Contact Person Email Address

\_\_\_\_\_  
Contact Person Email Address

\_\_\_\_\_  
Field Supervisor/Instructor Phone Number

\_\_\_\_\_  
Field Supervisor/Instructor Phone Number

**AGENCY DAYS/HOURS OF OPERATION:**

M-F 9-5 PM

M-F (evening hours)

Saturday/Sunday

24/7

**THIS AGENCY WILL ACCEPT: PLEASE ENTER THE NUMBER OF INTERNS WANTED:**

Oakland Traditional: Foundation Year Students  
16 Hours/Week

Oakland Extended: Foundation Year Students  
12 Hours/Week

Oakland Traditional: Advanced Year Students  
20-24 Hours/Week

Oakland Extended: Advanced Year Students  
12 Hours/Week

Hayward Traditional: Foundation Year Students  
16 Hours/Week

Hayward Traditional: Foundation IV-E Students  
16 Hours/Week

Hayward Traditional: Advanced Year Students  
20-24 Hours/Week

Hayward Traditional: Advanced Year CalSWEC  
MH Students 20-24 Hours/Week

Does the agency have any special requirements before placement i.e. finger printing, criminal clearances, health clearances, TB tests, etc? If yes, please describe: \_\_\_\_\_

Does the agency prefer or require a bilingual student? If yes, desired language(s): \_\_\_\_\_

Are student stipends available? If yes, please describe: \_\_\_\_\_

**AGENCY DESCRIPTION:**

- Inpatient    Outpatient    Residential                       Private    Public    Non-profit

**AGENCY CLASSIFICATION:**

<input type="checkbox"/>	Adoptions	<input type="checkbox"/>	Child Welfare	<input type="checkbox"/>	Early Childhood	<input type="checkbox"/>	Foster Care
<input type="checkbox"/>	School Based	<input type="checkbox"/>	Adult Services	<input type="checkbox"/>	Gerontology	<input type="checkbox"/>	Substance Abuse
<input type="checkbox"/>	Forensics	<input type="checkbox"/>	Health	<input type="checkbox"/>	Hospice	<input type="checkbox"/>	Rehabilitation
<input type="checkbox"/>	Residential/Inpatient	<input type="checkbox"/>	Forensics	<input type="checkbox"/>	TAY	<input type="checkbox"/>	Mental Health

Other: \_\_\_\_\_

What are the major social problems addressed by the agency? \_\_\_\_\_

In relation to cultural competency how will your agency assist students in developing skills and experiences in working with diverse populations and persons with special needs? \_\_\_\_\_

What is your agency policy or protocol in relation to the inclusion of issues of cultural competency in ongoing professional development, management and operation? \_\_\_\_\_

**CLIENTELE:**

**POPULATIONS SEEN:**

**ETHNICITY:**

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Adolescents  | <input type="checkbox"/> African American        |
| <input type="checkbox"/> Adult Women  | <input type="checkbox"/> Asian/Pacific Islanders |
| <input type="checkbox"/> Adult Men    | <input type="checkbox"/> Caucasian               |
| <input type="checkbox"/> Children     | <input type="checkbox"/> Latino                  |
| <input type="checkbox"/> Families     | <input type="checkbox"/> Native American         |
| <input type="checkbox"/> Older Adults | <input type="checkbox"/> Other                   |

Other, please explain: \_\_\_\_\_

**DIRECT SERVICES:**

- |  |  |
|--|--|
| <input type="checkbox"/> Individuals             | <input type="checkbox"/> Families              |
| <input type="checkbox"/> Couples                 | <input type="checkbox"/> Groups                |
| <input type="checkbox"/> Information & Referral  | <input type="checkbox"/> Advocacy              |
| <input type="checkbox"/> Psychosocial Assessment | <input type="checkbox"/> Diagnostic Assessment |
| <input type="checkbox"/> Crisis Intervention     | <input type="checkbox"/> Other                 |

Other, please explain: \_\_\_\_\_

**MACRO PRACTICE:**

- Consultation/Collaboration with a range of staff/agencies
- Task Forces/Committee Assignments
- Fiscal/Budgetary Issues
- Program Development & Evaluation
- Special Projects/Assignments
- Community Networking/Linkages
- Interdisciplinary/Multidisciplinary team meetings
- Quality Assurance
- Grant Writing

May we give out contact information to prospective interns?  Yes  No

**PLEASE ATTACH COMPLETED FORM TO AGENCY AGREEMENT FOR FURNISHING FIELDWORK AND SEND TO:**

**DEBORAH HAYNES, BUYER II  
SMALL BUSINESS/DVBE ADVOCATE  
CALIFORNIA STATE UNIVERSITY EAST BAY 25800 CARLOS BEE BLVD.  
HAYWARD, CA 94542**

REVISED 09.02.14

**Appendix K --- University & Department Policy on Nondiscrimination and Sexual Harassment**



## **POLICY ON NON-DISCRIMINATION AND SEXUAL HARASSMENT**

The Social Work Department has adopted policies and procedures to guard against discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation. This includes policies and procedures for recruitment and hiring of faculty and staff, and recruitment and admission of students. The Social Work Department has adopted the following non-discrimination policy:

**The Master of Social Work Program is committed to provide an educational experience that prepares students to work effectively with diverse populations as defined by ethnicity, age, religion, gender, sexual orientation and physical and mental disabilities. All educational activities of the Master of Social Work Program are conducted without discrimination on the basis of race, color, gender, age, creed, ethnic, disability, political orientation or sexual orientation.**

**The Master of Social Work Program wholly supports all University policies and procedures having to do with non-discrimination. The program is committed to developing and maintaining a faculty, staff and student body that represents the diversity of the region, state and country.**

**The program continuously strives towards maintaining a teaching and learning environment that supports sensitivity, mutual understanding and ongoing collaboration among all participants. Further, the program is committed to offering learning experiences that provide an opportunity for students to be exposed to values and ethics that reflect commitment to equity and justice in the profession and the society at large.**

The Department of Social Work carries out its policies of non-discrimination within the context of the policies of the University. The following pages detail the University policies with indication of how the social work program applies the policies.

### **Non-discrimination on the Basis of Sex**

The California State University does not discriminate on the basis of sex in educational programs or activities it conducts. *Title IX of the Education Amendments of 1972*, as amended, and the administrative regulations adopted there under, prohibits discrimination on the basis of sex in educational programs and activities including admission of students and employment.

### **Procedures for Addressing Discrimination Complaints**

Inquiries concerning the application of *Title IX* to program and activities of California State University, East Bay may be referred to the Special Assistant to the President for Affirmative Action (510-885-3187) who is assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office of Civil Rights, Region 9, 50 UN Plaza, Room 39, San Francisco, California 94102.

The California State University has a system-wide grievance procedure for discrimination

complaints. Executive Order 419 issued by the Office of the Chancellor explains the series of steps involved in processing complaints.

#### **Non-discrimination Policy Regarding Handicap**

The California State University system does not discriminate on the basis of handicap in admission or access to, or treatment or employment in its programs and activities. *Section 504 of the Rehabilitation Act of 1973*, as amended, and the regulations adopted there under prohibit such discrimination. The Diversity Coordinator has been assigned to coordinate the efforts of the University to comply with this policy. Complaints may by also be filed with the Regional Director of the Office of Civil Rights, Region 9, 221 Main Street 10<sup>th</sup> Floor, San Francisco, CA 94105.

#### **Non-discrimination Policy Regarding Race, Color and National Origin**

The California State University system complies with the requirements of *Title VI of the Civil Rights Act 1964* and the regulations adopted there under. No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination under any program of The California State University. Inquiries concerning the application of the *Civil rights Act of 1964* to programs and activities of the University may be referred to the Diversity Coordinator, (323-343-3040), or to the Regional Director of the Office of Civil Rights, Region 9, 221 Main Street, 10<sup>th</sup> Floor, San Francisco, CA 94105.

#### **Non-discrimination Policy Regarding Age, Marital Status, Religion, or Sexual Orientation**

The California State University system does not discriminate on the basis of age, marital status, religion, or sexual orientation. Inquiries concerning compliance may be addressed to the University's Diversity Coordinator, (323) 343-3040, or to the Regional Director of the Office of Civil Rights, Region 9, 221 Main Street 10<sup>th</sup> Floor, San Francisco, CA 94105.

#### **Affirmative Action Policy**

It is the policy of the University to provide employment opportunities to all qualified persons and to prohibit discrimination in employment on the basis of race, color, religion, sex, national origin, marital status, pregnancy, handicapped status, veteran status, or sexual orientation. It is also the policy of the University to take affirmative action to recruit and employ members of protected groups.

#### **Department Policies to Prevent Discrimination**

As part of the California State University system, the Department of Social Work is mandated to carry out its departmental activities and programs in compliance with University policies and procedures. The Department ensures that new employees and students receive information on the University's non-discrimination policy and affirmative action efforts.

#### **Social Work Department's Sexual Harassment Policy and Procedures**

The University has clearly defined procedures that are published in the University's general catalog. To supplement the University's sexual harassment policy, the Department of Social Work maintains a *sexual harassment policy* pertaining to agencies with the program's graduate students in field placement. A copy of the department's *sexual harassment policy* is included in the *Field Manual* and also in the *Student Handbook*. It is the department's position that the dignity and self-worth of all students is to be respected; thus, sexual harassment in fieldwork is intolerable and

unacceptable. A further policy of the department is that willful false accusations of sexual harassment will not be condoned.

The Department of Social Work recognizes that, in some instances, the sexual harassment policies and procedures adopted by the University may not directly apply to the sexual harassment of a graduate student in a field agency where he or she is not an employee of the agency or where harassment is being perpetrated by someone who is not a University instructor. It is, therefore, important for there to be guidelines that pertain to complaints regarding sexual harassment of students because of the unavoidably subordinate position students experience in field placement settings. Sexual harassment of interns can be destructive to the learning environment and psychologically and emotionally demoralizing to the student and adversely affect his or her performance in the agency. Sexual harassment of student interns may include harassment by a field instructor, an agency employee or another student. Sexual harassment of any student intern will not be tolerated. To ensure that students placed in fieldwork are protected from sexual harassment, each agency fieldwork instructor will receive written information regarding the prohibition of sexual harassment. Any agency or field setting approved as a field placement by the Social Work Department shall have a written policy regarding sexual harassment. If the agency has no such policy, the Department of Social Work will strongly recommend that such a policy be developed as a condition for final approval as a fieldwork site. The field director and the field faculty liaisons will also review the department's sexual harassment policy with fieldwork students initially and on an ongoing basis.

When a student believes that he or she has been the subject of sexual harassment in the field setting, the student is to notify his or her fieldwork instructor and the field director. The student may also wish to discuss the issue with his or her academic advisor or some other member of the social work faculty with whom he or she feels especially comfortable. The academic advisor or faculty member receiving the report shall notify the field director or the chair of the department. If the sexual harassment involves the student's agency fieldwork instructor, the student may notify the fieldwork instructor's supervisor or agency director. If the agency has a specifically designated individual or office to deal with sexual harassment matters, the student should notify that person or office. If the student prefers, the MSW program (i.e. via the field director or department chair) will notify the appropriate agency person or office. The student's field faculty liaison will also be notified and involved in the process.

The investigation of a complaint of sexual harassment may include the following steps: (1) a meeting with the student making the complaint. The student may be accompanied by a support person. At this time, the student is encouraged to submit a written statement regarding the nature of the harassment. The statement should be as specific as possible including date(s), time(s) and individuals involved. If the student made an attempt to confront the situation, this should also be included in the written report; (2) a meeting with the fieldwork instructor (i.e. if he or she is not the source of the sexual harassment) and/or other relevant agency personnel or administrator; (3) a meeting with the alleged violator: however, a meeting requiring the student to confront the alleged violator will not be required; and (4) a review of the agency's sexual harassment policy.

Based on the investigation, the field director in collaboration with other relevant parties shall determine if the agency's policy on sexual harassment has been followed and if the student is safe and will likely be free from sexual harassment. The resolution of the investigation may include, but is not limited to the following: (1) the complaint was founded and satisfactorily addressed by the field agency and the student should remain in the field placement; (2) the complaint was founded

and satisfactorily addressed by the field agency, but the student should be placed in another field setting; (3) the complaint was founded and not satisfactorily addressed by the field agency and the student should be placed in another field setting; (4) the complaint was founded and not satisfactorily addressed by the field setting and the field agency should not continue to be used as a field placement setting; (5) the complaint was unfounded and the student should remain in the field setting, and (6) the complaint was unfounded and student should be placed in another field agency setting.

Following these procedures in no way inhibits the student from pursuing other options such as bringing the matter to the attention of the University's Special Assistant to the President for Affirmative Action or pursuing legal channels and remedies. No student intern will be subject to restraint, interference, coercion or reprisal for: seeking information about sexual harassment; filing a sexual harassment complaint; or serving as a witness in the sexual harassment complaint reported by another student.

### **Consensual Relationships**

Consensual sexual relationships between fieldwork instructor and student or between student and agency employee, while not expressly forbidden, are generally deemed unwise. Such relationships, though they may be appropriate in other settings, are inappropriate when they occur between members of the educational faculty or staff and students. A professional power differential exists in these situations in terms of the influence and authority that one can exercise over the other. If a charge of sexual harassment is lodged regarding a once-consensual relationship, the burden may be on the alleged offender to prove that the existing sexual harassment policy was not violated.

### **University Policies Regarding Sexual Harassment**

Definition: (1) sexual harassment is one person's use of University authority, rank or position to distort a University relationship through conduct that emphasized another person's sexuality. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are forms of sexual harassment when the person with authority, rank, or position: (a) requires submission as an explicit or implicit condition of instruction, employment, or participation in any University activity; or (b) distorts academic or personnel evaluations based on response to such conduct; or (c) hinders performance by creating or allowing sexually intimidating, hostile, or offensive behavior to occur in the University or in a University-related setting; (2) sexual harassment is illegal, unethical and unprofessional conduct, which is against California State University policy. It may occur in written, spoken, physical, and visual forms; (3) the University will act to eliminate sexual harassment within its jurisdiction. A person with University authority, rank or position must not use their power to create sexual pressures on someone else or within the workplace environment in general; (4) the University will evaluate each incident of alleged sexual harassment and apply appropriate remedies; (5) the University will, after following the right to due process, will dismiss employees, staff and expel students found to have perpetrated sexual harassment; (6) the University recognizes that any member of the campus community might be called upon to listen to a complaint of alleged sexual harassment. The listener should be objective, respectful and attentive. No records should be kept, or any promise made of a specific action or final decision to be made. The listener should refer the complaint to the Special Assistant to the President for Affirmative Action and may

request an investigation at any time.

#### Examples of Prohibited Behavior

Prohibited acts of sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Examples of the kinds of conduct included in the definition of sexual harassment include, but are not limited to: (1) threats or intimidation of sexual relations or sexual contact which is not freely or mutually agreeable to both parties; (2) continued or repeated verbal abuses of a sexual nature including graphic commentaries about a person's body, the presentation of sexually suggestive objects or pictures placed in the work or study area that may embarrass or offend the person or the use of sexually degrading words to describe the person or the making of propositions of a sexual nature; (3) threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of continued employment or placement may be adversely affected by not submitting to sexual advances.

6/5/07

**Appendix L --- Accident/Injury Report**

**DEPT. OF SOCIAL WORK (510) 885-4916  
(510) 885-7580 FAX**



**CALIFORNIA STATE  
UNIVERSITY  
E A S T B A Y**

**Accident/Injury Report**

Name of Injured Student ..... Date of Injury.....

Agency Placement .....

Nature of Injury.....

Who gave first aid, if any?.....

Did injured leave work? YES NO Date..... Time.....

Did injured return to work? YES NO Date..... Time.....

Did injured seek medical treatment? YES NO If yes, where? .....

Where and how did accident occur?.....

Names of witnesses.....

Field Instructor's Name..... Notified.....

Field Liaison..... Notified.....

REVISED 9/02.14

**Appendix M -- Client Authorization for Taping for Educational Purposes**



**Client Authorization  
for  
Taping for Educational Purposes**

I, \_\_\_\_\_ agree and consent to participate in the enclosed  
Name of Client

videotape     audiotape

that will be submitted to the Department of Social Work and used only for educational purposes.

I understand that the videotape/audiotape will be viewed by:

- social work student and the student's field instructor
- social work student's University instructor
- social work student's class in the department

I further understand that the tape will be destroyed by the Department of Social Work on:

\_\_\_\_\_  
Date for Destruction

\_\_\_\_\_  
Signature of Client

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Field Instructor

\_\_\_\_\_  
Date

**Appendix N --- Process Recordings**



### **Graduate Fieldwork Academic Year Model Educationally Based Recordings**

The use of recordings as a teaching / learning tool in the fieldwork setting is a requirement of the Department of Social Work. The most common form of educationally based recordings is **Process Recording**, a written description of an interview/interaction, reflecting both the content and the dynamic interaction.

The written reconstruction of an interview/ interaction assists the student and facilitates the learning process in a variety of ways. It provides an opportunity for the student to rethink the interview with a focus on remembering the interview content, analyzing the various interventions, and developing an understanding of their experiences and perceptions of these interactions. Educationally based recording provides a picture of the student's interviewing style, is a reflection of the student's ability to integrate knowledge and theory gained in the classroom, in assigned readings, and in the fieldwork setting, and helps the student develop social work practice skills and techniques.

The interview/interaction content related in the recording provides the basis for learning elements of casework and social work practice methods and techniques, as well as reinforcing and refining the current level of practice skill. It allows the field instructor to individualize both the student and the client/situation.

The development of self-awareness is basic to effective social work practice. Educationally- based recordings provide significant opportunity for professional learning and growth for students in this area. It requires that the student objectify their observations of the person in their environment and interactions and behaviors between people; to evaluate these observations and behaviors, with particular focus on interactions, and to evaluate and develop awareness and understanding of the conscious use of self in the interaction process. It allows students to identify judgmental attitudes, transference and counter transference issues, and basic values inherent in the social work profession.

In the direct practice setting, educationally-based recording may be completed on "on-going" (long term) cases with whom the student is working; on short term cases; or on identified issues or topic areas, such as the initial interview, dealing with resistance, use of confrontation, termination phase of treatment, etc. The focus of identified issue/topic areas, and the selection of which cases of a students' caseload will be used for educationally based recording will be discussed and agreed upon by the student and field instructor.

## Requirements for Process Recordings

1. Students should submit a copy of the process recordings to the faculty field liaison after the field instructor comments have been made.
2. The first and final process recording of the year will be filed in the field portfolio.
3. The confidentiality of the client must be preserved at all times.
4. Field instructors have the right to require more process recordings than those required by the program minimum listed below. If requested, the faculty field liaisons furnish a process recording template that can be emailed to students. This template is normally offered in field seminar discussions, and a blank sample is attached.
5. Field instructors and students are encouraged to use other teaching/learning tools such as audio tapes, video tapes, observed interviews and one-way mirrors in place of written recordings.

## Foundation Year Process Recordings

Hayward and Oakland students are required to complete one process recording during SW 6021 and 6022 in the foundation year of fieldwork. This is a total of two recordings. Cases for recording might include on-going cases, short-term cases, or specific issue areas.

## Advanced Year Process Recordings

Hayward and Oakland students are required to complete one process recording per quarter throughout the advanced year of fieldwork. This is a total of three process recordings. Recordings can be completed on direct practice cases, special assignments, and/or administrative assignments.

## Requirements for All Students

All students are additionally responsible for any recording and/or documentation required by the agency itself for its own records and files. Educationally based recording is a learning tool that should be utilized in the supervisory sessions with the field instructor. The student and field instructor will need to develop a system whereby the field instructor will have a copy of recordings prior to the supervisory session to enable them to review the document(s) and prepare for discussion.

Your field instructor may have a particular style of format of process recording he/she wishes you to use. You may have the experience of utilizing all styles, from verbatim and highly descriptive, to structured or summary types of recordings.



<b>Verbatim Dialogue/Content</b>	<b>Non verbal Interactions</b>	<b>Intern Thoughts/Reflections</b>	<b>FI Comments</b>
Students use this space to record interaction word-for-word. This is to include verbal and non-verbal components. Include all others present.	Students use this space to record communications such as silence, interruptions, and other interactions, which may not be part of the planned intervention or interview.	Record how you were feeling as the dialogue, activity, or interaction was taking place. Be open and honest with your observations/ feelings during this process. Use this to look at your feelings and NOT to analyze the client's actions.	Analyze the students interventions; identify skills they are using; assess their work, pointing out things they did well and areas where more growth is needed.

**Summary Assessment/Analysis of the Session:** Identify the stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation). \_\_\_\_\_

\_\_\_\_\_

**What did you learn from the session that adds to your understanding of the client?** \_\_\_\_\_

\_\_\_\_\_

**What were the major themes?** \_\_\_\_\_

\_\_\_\_\_

**What were the challenges presented?** \_\_\_\_\_

\_\_\_\_\_

**What was accomplished?** \_\_\_\_\_

\_\_\_\_\_

**What concepts or theories did you apply? And what were the results--what worked and what didn't given the socio-cultural context of the client's presenting problem(s) and underlying issues?** \_\_\_\_\_

\_\_\_\_\_

**Evaluation of Intervention/Next Steps/Plans for the Next Session:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix O --- Field Instructor Checklist



SOCIAL WORK (510) 885-4916

### Field Instructor Checklist

#### Orient the student to the following:

- Introduce the student to agency staff and policy/procedures/forms.
- Introduce the student to his office/desk space, parking, restrooms, computer use.
- Introduce the student to safety issues: physical safety, communicable diseases and agency safeguards.
- Introduce the student to procedures explained for developing independence of student work (e.g. Phase 1: shadow only; Phase 2: provide social work with supervisor present; Phase 3: independent social work activity).
- Develop with the student a variety of planned field activities.
- Address agency liability issues with student such as when to ask for help; use of personal automobile to transport clients; confidentiality issues and *Code of Ethics*).

#### Supervisory Duties:

- Develop student's *learning agreement* together.
- Schedule regular supervision times with the student.
- Complete student timesheet regularly.
- Ask student regularly how field experiences are integrating with classroom learning.
- Encourage (or arrange for) student to experience other departments, agencies, client populations, or activities.
- Review student's goals (*learning agreement*) to ensure goal attainment.
- Complete students' *1st Progress Report, Mid-Year Progress Report* and *Final Evaluation*.
- Review student's learning throughout the quarter.
- Meet quarterly with faculty field liaison and student.
- Review student evaluation with student.

Revised 09.02.14

**Appendix P --- Student Orientation Checklist**



### Student Orientation Checklist

#### Orient the student to the following information:

- Parking; layout of the building; signing in and out policies; security precautions; break times; dress requirements, etc.
- Insurance coverage requirements and risk management procedures.
- Describe what the agency does and does not do. Provide a brief history and describe funding sources. Explain the types of people served and their primary needs. Review staffing patterns and explain their respective roles. Talk about the kinds of activities carried out by social workers and describe what a staff member might do during an average day.
- Discuss any required health and background checks.
- Provide an organizational chart of the agency and unit where the student is placed.
- Review the *Code of Ethics*.
- Introduce the student to clerical and receptionist staff so they know him or her by name and face. Provide student with agency telephone roster and instructions regarding use of the telephone.
- Review with student the role, responsibilities and requirements of the field instructor.
- Acquaint the student with agency's clerical and record keeping systems. Show where records are kept and explain the filing system. Explain necessary procedures like: how to get a letter typed; copying and transcribing information; faxing, mail and message systems.
- Explain the need to document supervision.
- Explain procedures for compiling all agency required statistical reports.
- Explain the specific recording requirements of the agency. Provide copies of outlines for intakes, transfers, closings, social histories and all other required reports. Share examples of recordings of actual case records.
- Explain how the student is to identify him/herself in agency records, written reports, correspondence and oral contacts with clients.
- Arrange for key supervisory or administrative personnel to meet with student(s).
- Explain the importance of assiduous supervision in relationship to risk management.
- Orient the student to library and audio visual aids.
- Review the agency's safety practices regarding home visits, out of control clients, etc.

- ❑ Explain the specific confidentiality requirements of the agency (consent to release information forms, guidelines for presenting client information in the classroom). Be sure the student understands the mandatory reporting requirements.
- ❑ Each student should have access to the following reference materials somewhere near their work area: intra-agency and community phone directories; agency procedures manual and information on community resources.
- ❑ Explain where the student can find a private interviewing area when needed.
- ❑ Make sure that you have the student disclose their internship status with clients.
- ❑ Explain any policies pertaining to the handling of crisis or other emergencies.
- ❑ Discuss professional boundaries in the student's relationship with other agency staff, clients and collateral clients. Explain that you, as the field instructor, are responsible for setting and maintaining appropriate boundaries.

**Appendix Q --- Early Concern Notification**



Early Concern Notification from Field Instructor

To facilitate early identification of students who may need additional support or who are at-risk of unsatisfactory ratings, field instructors are encouraged to use this form to notify faculty field liaisons of early concerns.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Campus: Hayward [ ] Oakland [ ] 1st Year [ ] 2nd Year [ ] 3rd Year [ ]

FI Name: \_\_\_\_\_ Email: \_\_\_\_\_

Agency: \_\_\_\_\_ Phone: \_\_\_\_\_

Please check all areas of concern:

- [ ] Writing skills
[ ] Organizational skills
[ ] Ability to form relationships
[ ] Tardiness
[ ] Attendance
[ ] Professional behavior
[ ] Professional attitude
[ ] Professional/clinical judgment
[ ] Ability to apply theoretical knowledge to practice
[ ] Commitment or understanding of social work values, ethics or mission
[ ] Comfort with social agency environment
[ ] Ability to hear and accept feedback
[ ] Ability to self-reflect
[ ] Other \_\_\_\_\_

Please summarize your concerns:

Faculty Field Liaison Signature Acknowledging Receipt: \_\_\_\_\_

PLEASE FAX TO THE DEPARTMENT OF SOCIAL WORK 09.02.14

Appendix R --- 1<sup>st</sup> Progress Report Foundation Year



**FOUNDATION YEAR FIELD EVALUATION:  
FIRST PROGRESS REPORT**

*COMPLETED BY FIELD INSTRUCTORS & STUDENTS*

---

Name of Student

Date:

Evaluation  
Period:

Fall   
Spring

Winter   
Summer

CYF

CMH

Title IV-E

CalSWEC II MH

Placement Start Date:

Placement End Date:

Days in Placement:

Hours per Week:

Agency:

Address:

Phone:

Email:

Field Instructor:

FI Email:

Field Liaison:

PLEASE FAX COMPLETED FORM TO:

FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX

PART-TIME (OAKLAND) MSW PROGRAM: 510-885-2099 FAX

## Background

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires that master's level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The student is expected to demonstrate competency in each behavior in the social work field placement. To ensure the student develops the requisite behaviors, field instructors are asked to evaluate the student by end of the Fall, Winter, and Spring Quarters.

## Directions

Please reflect back over the quarter being evaluated and assess the extent to which the competencies and associated behaviors have been demonstrated by the student using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Indicate your response by placing an "x" in the box  for each observed behavior.

For each competency area, after you complete this assessment, the field instructor will compute the student's *Mean Score* for each competency (by summing all items for each behavior that received a numeric score (1 – 4) and dividing by the number of items scored).

Please include comments for items that you mark N.O. ('not observed') and also feel free to include additional comments that support your ratings in each competency area.

Rating	Definition of Categories
1	Area of Future Growth
2	Demonstrates Emerging Skill
3	Demonstrates Skill Consistently
4	Demonstrates Advanced Accomplishment
N.O.	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

*Note.* CSWE also requires that each behavior to be assessed be associated with one or more of four dimensions of competence. The dimensions are *knowledge* from multiple and diverse social and cultural sources, application of social work *values*, demonstration of professional *skills*, and use of *cognitive and affective processes* and abilities. The dimensions relevant to each behavior are noted for each item.

## Competency 1: Demonstrate Ethical and Professional Behavior

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context ( <i>Dimensions: knowledge, values, cognitive/affective processes</i> )	<input type="checkbox"/>				
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations ( <i>Dimensions: cognitive/affective processes, values</i> )	<input type="checkbox"/>				
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
4. Use technology ethically and appropriately to facilitate practice outcomes ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
5. Use supervision and consultation to guide professional judgment and behavior ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 1:

#### Field Instructor's Assessment of Student's Progress for Competency 1:

### SECTION II: Student's Learning Goals for Competency 1:

## Competency 2: Engage Diversity and Difference in Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
2. Present themselves as a learners and engage clients and constituencies as experts of their own experiences ( <i>Dimensions: skills, values</i> )	<input type="checkbox"/>				
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies ( <i>Dimensions: skills, values</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 2:

#### Field Instructor's Assessment of Student's Progress for Competency 2:

### SECTION II: Student's Learning Goals for Competency 2:

### Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
2. Engage in practices that advance social, economic, and environmental justice ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 3:**

**Field Instructor’s Assessment of Student’s Progress for Competency 3:**

**SECTION II: Student’s Learning Goals for Competency 3:**

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Use practice experience and theory to inform scientific inquiry and research (Dimensions: knowledge, cognitive/affective processes)	<input type="checkbox"/>				
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (Dimensions: knowledge, cognitive/affective processes)	<input type="checkbox"/>				
3. Use and translate research evidence to inform and improve practice, policy, and service delivery (Dimensions: knowledge, cognitive/affective processes)	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 4:

#### Field Instructor's Assessment of Student's Progress for Competency 4:

### SECTION II: Student's Learning Goals for Competency 4:

## Competency 5: Engage in Policy Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services ( <i>Dimension: knowledge</i> )	<input type="checkbox"/>				
2. Assess how social welfare and economic policies impact the delivery of and access to social services ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice ( <i>Dimensions: knowledge, skills, cognitive/affective processes</i> )	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 5:

#### Field Instructor's Assessment of Student's Progress for Competency 5:

### SECTION II: Student's Learning Goals for Competency 5:

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies ( <i>Dimension: knowledge, cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 6:

#### Field Instructor's Assessment of Student's Progress for Competency 6:

### SECTION II: Student's Learning Goals for Competency 6:

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies ( <i>Dimensions: knowledge, cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 7:

#### Field Instructor's Assessment of Student's Progress for Competency 7:

### SECTION II: Student's Learning Goals for Competency 7:

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
5. Facilitate effective transitions and endings that advance mutually agreed-on goals ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 8:

#### Field Instructor's Assessment of Student's Progress for Competency 8:

### SECTION II: Student's Learning Goals for Competency 8:

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Select and use appropriate methods for evaluation of outcomes ( <i>Dimensions: knowledge, cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes ( <i>Dimensions: knowledge, cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**

**Student’s Self Assessment of Progress for Competency 9:**

**Field Instructor’s Assessment of Student’s Progress for Competency 9:**

**SECTION II: Student’s Learning Goals for Competency 9:**

## FIELD INSTRUCTOR'S GRADE RECOMMENDATION

**Grade Recommendation:**      Satisfactory       Unsatisfactory

A **satisfactory** grade recommendation indicates that the student's overall learning and performance is progressing at an appropriate rate without apparent problems.

An **unsatisfactory** grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

Mean Score	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & Environmental Justice
	COMPETENCY 4	Engage In Practice-informed Research And Research-informed Practice
	COMPETENCY 5	Engage In Policy Practice
	COMPETENCY 6	Engage With Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
	<b>OVERALL MEAN SCORE</b>	<b>ALL COMPETENCIES</b>

*Instructions.* Copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

**Students Comments (optional): (attach additional pages as necessary)**

**Field Instructor's Comments: (attach additional pages as necessary)**

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix R.1 Advanced Year (CMH) 1<sup>st</sup> Progress Report**



**ADVANCED YEAR FIELD EVALUATION:  
FIRST PROGRESS REPORT**

**Community Mental Health (CMH) Specialization**  
*COMPLETED BY FIELD INSTRUCTORS & STUDENTS*

---

**Name of Student**

**Date:**

**Evaluation  
Period:**

**Fall**   
**Spring**

**Winter**   
**Summer**

**CalSWEC II MH**

**Yes**

**No**

**Placement Start Date:**

**Placement End Date:**

**Days in Placement:**

**Hours per Week:**

**Agency:**

**Address:**

**Phone:**

**Email:**

**Field Instructor:**

**FI Email:**

**Field Liaison:**

**PLEASE FAX COMPLETED FORM TO:**

**FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX**

**PART-TIME (OAKLAND) MSW PROGRAM: 510-885-2099 FAX**

## Background

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires that master's level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The student is expected to demonstrate competency in each behavior in the social work field placement. To ensure the student develops the requisite behaviors, field instructors are asked to evaluate the student by end of the Fall, Winter, and Spring Quarters.

## Directions

Please reflect back over the quarter being evaluated and assess the extent to which the competencies and associated behaviors have been demonstrated by the student using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Indicate your response by placing an "x" in the box  for each observed behavior.

For each competency area, after you complete this assessment, the field instructor will compute the student's *Mean Score* for each competency (by summing all items for each behavior that received a numeric score (1 – 4) and dividing by the number of items scored).

Please include comments for items that you mark N.O. ('not observed') and also feel free to include additional comments that support your ratings in each competency area.

Rating	Definition of Categories
1	Area of Future Growth
2	Demonstrates Emerging Skill
3	Demonstrates Skill Consistently
4	Demonstrates Advanced Accomplishment
N.O.	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

*Note.* CSWE also requires that each behavior to be assessed be associated with one or more of four dimensions of competence. The dimensions are Knowledge from multiple and diverse social and cultural sources, application of social work Values, demonstration of professional Skills, and use of Cognitive and Affective Processes (C/A Processes) and abilities. The dimensions relevant to each behavior are noted in parentheses in each item.

## Competency 1: Demonstrate Ethical and Professional Behavior

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
6. Guided by ethical reasoning and self-reflection, demonstrate adherence to the key principles of the Mental Health Services Act and other behavioral health-related laws, policies and procedures. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
7. Engage in active dialogue with field faculty/instructors regarding behavioral health field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. <i>(Knowledge, Values, Skills)</i>	<input type="checkbox"/>				
8. Develop and sustain effective collaborative relationships with consumers of behavioral health services, their family members, and colleagues, community stakeholders, and others with lived experience, that respect consumer perspectives and self-determination. <i>(Values, Skills)</i>	<input type="checkbox"/>				
9. Effectively manage professional boundary issues and other challenges arising in the course of behavioral health work, particularly ambiguities presented by the multiple roles sometimes characteristic of recovery-oriented practice, trauma, and other highly involved and potentially emotionally triggering aspects of the work. <i>(Skills, Values, C/A Processes)</i>	<input type="checkbox"/>				
10. Develop and sustain relationships with members of interdisciplinary and integrated health care teams, including social workers, primary care providers, psychiatrists, psychologists, behavioral health specialists, substance use disorders treatment staff and others, that reflect clear understanding of their roles in behavioral health settings. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
11. Demonstrate knowledge of the history and evolution of behavioral health care practice in the United States and California, and a commitment to lifelong learning around behavioral health care practice. <i>(Knowledge, Values)</i>	<input type="checkbox"/>				
12. Employ the ethical use of technology to maintain the confidentiality of clients' personal, mental and behavioral health, and health-related information. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**

**Student's Self Assessment of Progress for Competency 1:**

**Field Instructor's Assessment of Student's Progress for Competency 1:**

**SECTION II: Student's Learning Goals for Competency 1:**

## Competency 2: Engage Diversity and Difference in Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
4. Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in the incidence and trajectory of behavioral health issues, including mental health issues, substance use disorders, and chronic health conditions. <i>(Knowledge, Values, C/A Processes)</i>	<input type="checkbox"/>				
5. Evidence respectful awareness and understanding of the impact of being a member of a marginalized group on health and behavioral health, and accurately identify differences in access to and quality of available services for members of different communities and populations. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
6. Demonstrate knowledge of diverse cultural norms and traditional methods of recognizing and treating behavioral health issues, and an applied understanding of how these realities affect work with consumers from diverse backgrounds. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
7. Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which behavioral health consumers interact, including but not limited to families, communities primary care systems; mental and behavioral health care systems and integrated care systems. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 2:**

**Field Instructor’s Assessment of Student’s Progress for Competency 2:**

**SECTION II: Student's Learning Goals for Competency 2:**

### Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
3. Clearly articulate the systematic effects of discrimination, oppression and stigma on the behavioral health needs and experiences of service consumers and on the quality and delivery of services offered to them, and identify and advocate for policy changes needed to address these issues. ( <i>Knowledge, Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
4. Advocate for changes in policies and programs that reflect a social justice practice framework for facilitating access to providing behavioral health services, based on the principles articulated in the Mental Health Services Act and including support for consumers serving as peer providers and facilitators. ( <i>Knowledge, Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
5. Demonstrate the ability to work effectively in interdisciplinary collaborations to develop and provide interventions that confront stigma and discrimination and provide integrated care to meet the specific needs of diverse behavioral health care consumers. ( <i>Skills, Values, C/A Processes</i> )	<input type="checkbox"/>				
6. Engage in practices that advance social, economic, and environmental justice ( <i>Dimension: skills</i> ) Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for consumers who are mandated to receive services within the behavioral health care system, and the goal that services should be provided in the least restrictive environment possible. ( <i>Knowledge, Values, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 3:**

**Field Instructor’s Assessment of Student’s Progress for Competency 3:**

**SECTION II: Student's Learning Goals for Competency 3:**

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Demonstrate the ability to understand, interpret and evaluate the benefits and limitations various evidence-based and evidence-informed treatment models as they influence behavioral health practice. ( <i>Knowledge, C/A Processes</i> )	<input type="checkbox"/>				
2. Engage in critical analysis of research findings, practice models, and practice wisdom that inform behavioral health practice, including how research practices have historically failed to address the needs and realities of and/or exploited disadvantaged communities, and how cross-cultural and community-based research practices can be used to enhance equity. ( <i>Knowledge, Values, C/A Processes</i> )	<input type="checkbox"/>				
3. Clearly communicate research findings, conclusions and implications, as well as their applications to behavioral health practice, across a variety of professional interactions with consumers, families and multi-disciplinary service providers. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
4. Apply research findings to behavioral health practice with individuals, families, and communities and to the development of professional knowledge about behavioral health, wellness, and recovery. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
5. Gather and apply community- and culture-based practice knowledge to inform and advocate for evaluation and other forms of research that support equitable, innovative, and culturally sensitive behavioral care practices and services. ( <i>Knowledge, Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 4:

**Field Instructor's Assessment of Student's Progress for Competency 4:**

**SECTION II: Student's Learning Goals for Competency 4:**

## Competency 5: Engage in Policy Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
<p>1. Demonstrate familiarity with relevant statutes, civil codes and the roles of relevant policy entities, including but not limited to: (<i>Knowledge</i>)</p> <ul style="list-style-type: none"> <li>• The California Mental Health Services Act</li> <li>• The Patient Protection and Affordable Care Act</li> <li>• Other Federal, State and local legislation and policies related to mental health, behavioral health and treatment parity issues</li> <li>• SAMHSA, HRSA, DHHS, and other Federal entities</li> <li>• CDHCS, CDMHC and other State entities</li> <li>• NAMI and other consumer and family-driven advocacy organizations</li> </ul>	<input type="checkbox"/>				
<p>2. Understand and adhere to local policies and procedures that influence behavioral health practice. (<i>Knowledge, C/A Processes</i>)</p>	<input type="checkbox"/>				
<p>3. Engage with the political and legislative arena of behavioral health through involvement with relevant activities, including but not limited to: (<i>Values, Skills, C/A Processes</i>)</p> <ul style="list-style-type: none"> <li>• Maintaining ongoing familiarity with changes to behavioral health-related legislation and the rationale for such changes, including reviewing ongoing legislative actions related to the funding and implementation of the MHSA</li> <li>• Reading, analyzing and communicating in speech and writing about proposed legislation relevant to the field of behavioral health</li> <li>• Attending Legislative Lobby Days Events in Sacramento</li> </ul>	<input type="checkbox"/>				
<p>4. Utilize policy knowledge to effectively develop, implement and evaluate agency, local, state and federal policies in the course of behavioral health practice. (<i>Knowledge, Skills, C/A Processes</i>)</p>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 5:

**Field Instructor's Assessment of Student's Progress for Competency 5:**

**SECTION II: Student's Learning Goals for Competency 5:**

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Appropriately engage and activate behavioral health consumers, their families, and other care providers in the development and coordination of wellness, resilience and recovery oriented behavioral health care plans in a variety of service delivery settings. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
2. Effectively utilize interpersonal skills to engage consumers and families in culturally responsive, consumer driven, and trauma-informed integrated behavioral health interventions that address mutually agreed upon goals within a recovery framework. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
3. Establish effective and appropriate communication, coordination and advocacy planning with other care providers and interdisciplinary care teams as needed to address mutually agreed upon behavioral health service goals within a recovery framework. Recognizing the complex nature of behavioral health service engagement, ensure that communications with consumers and their families regarding service goals are both sensitive and transparent. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
4. Manage affective responses and exercise good judgment around engaging with resistance, trauma responses, and other potentially triggering situations with consumers, their families, and other care providers. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 6:

#### Field Instructor's Assessment of Student's Progress for Competency 6:

**SECTION II: Student's Learning Goals for Competency 6:**

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Identify, understand, and implement appropriate health and behavioral health screening and assessment tools, including population-based screenings and functional assessments used in behavioral health, primary care, integrated behavioral health, and other settings. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
2. Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of differential diagnoses and intervention needs. Relevant parties/systems may include but are not limited to consumers, families, communities, primary care, behavioral health, and integrated behavioral health care systems. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
3. Engage in effective and ongoing critical analysis of behavioral health assessment data that: ( <i>Values, Skills, C/A Processes</i> ) <ul style="list-style-type: none"> <li>• Reflects respect for consumer and family strengths and desires, and facilitates consumer development</li> <li>• Acknowledges the effects of intervention on family and community members</li> <li>• Addresses the interactive and cumulative effects of trauma, adverse health conditions and co-occurring disorders on behavioral health issues</li> <li>• Culminates in assessments that address needs for care within the framework of recovery, wellness and resilience</li> </ul>	<input type="checkbox"/>				
4. Document and maintain all behavioral health assessment data responsibly and balance the need for accurate assessment data with consumer and family privacy concerns and the sensitivity of behavioral health information. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 7:

**Field Instructor's Assessment of Student's Progress for Competency 7:**

**SECTION II: Student's Learning Goals for Competency 7:**

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. In partnership with consumers and families, develop appropriate intervention plans that reflect the principles of recovery, wellness, and resilience as well as contemporary theories and models for behavioral health treatment. Plans should: ( <i>Values, Skills, C/A Processes</i> ) <ul style="list-style-type: none"> <li>• Reflect cultural humility and acknowledgement of individualized needs</li> <li>• Incorporate consumer and family strengths</li> <li>• Utilize community resources and natural/peer supports</li> <li>• Incorporate multidisciplinary team supports and interventions</li> <li>• Include non-pharmacological interventions</li> <li>• Include psychiatric consultation and demonstrate knowledge of issues related to pharmacological interventions</li> </ul>	<input type="checkbox"/>				
2. Apply the principles of teaming, engagement, inquiry, and advocacy within interdisciplinary teams and care coordination to the work of supporting consumers, family members and providers to accomplish mutually agreed upon intervention goals. ( <i>Values, Skills</i> )	<input type="checkbox"/>				
3. Effectively implement evidence-based interventions in the context of providing emergency response, triage, brief treatment and longer term care, and in the course of addressing a range of behavioral health issues presented in behavioral health, primary care, specialty care, community agency, intensive outpatient and inpatient treatment settings. ( <i>Knowledge, Skills</i> )	<input type="checkbox"/>				
4. Interventions should be guided by the principles of recovery, wellness, and resilience, and should include components such as psycho-education, problem-solving treatment skills, symptom tracking, medication therapies, follow up, and relapse prevention. ( <i>Values, Skills</i> )	<input type="checkbox"/>				
5. Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that consumer needs for support may continue beyond these time periods. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 8:

**Field Instructor's Assessment of Student's Progress for Competency 8:**

**SECTION II: Student's Learning Goals for Competency 8:**

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Record, track, and monitor consumer engagement, assessment and intervention data in behavioral health practice accurately and according to field education agency policies and guidelines. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
2. Conduct accurate process and outcome analysis of engagement, assessment, and intervention data in behavioral health practice that incorporates consumer perspectives and reflects a focus on the principles of recovery, wellness and resilience. <i>(Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
3. Use findings to evaluate intervention effectiveness, develop recommendations for adapting service plans and approaches as needed, improve interdisciplinary team coordination and care integration, and help agency and community policies better support behavioral health consumers and their families. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
4. Share both the purposes of such data collection and the overall results of data analysis with behavioral health care consumers, their family members, and communities whenever possible, with the goal of engaging them more meaningfully in the evaluation process. <i>(Values, Skills)</i>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 9:

#### Field Instructor's Assessment of Student's Progress for Competency 9:

**SECTION II: Student's Learning Goals for Competency 9:**

## FIELD INSTRUCTOR'S GRADE RECOMMENDATION

**Grade Recommendation:**      Satisfactory       Unsatisfactory

A **satisfactory** grade recommendation indicates that the student's overall learning and performance is progressing at an appropriate rate without apparent problems.

An **unsatisfactory** grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

Mean Score	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & Environmental Justice
	COMPETENCY 4	Engage In Practice-informed Research And Research-informed Practice
	COMPETENCY 5	Engage In Policy Practice
	COMPETENCY 6	Engage With Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
	<b>OVERALL MEAN SCORE</b>	<b>ALL COMPETENCIES</b>

*Instructions.* Copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

**Students Comments (optional): (attach additional pages as necessary)**

**Field Instructor's Comments: (attach additional pages as necessary)**

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix R.2 Advanced Year (CYF) 1<sup>st</sup> Progress Report**



**ADVANCED YEAR FIELD EVALUATION:  
FIRST PROGRESS REPORT**

**Children, Youth & Families (CYF) Specialization**

*COMPLETED BY FIELD INSTRUCTORS & STUDENTS*

---

**Name of Student**

**Date:**

**Evaluation  
Period:**

Fall   
Spring

Winter   
Summer

**Title IV-E?**

Yes

No

**Placement Start Date:**

**Placement End Date:**

**Days in Placement:**

**Hours per Week:**

**Agency:**

**Address:**

**Phone:**

**Email:**

**Field Instructor:**

**FI Email:**

**Field Liaison:**

**PLEASE FAX COMPLETED FORM TO:**

**FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX**

**PART-TIME (OAKLAND) MSW PROGRAM: 510-885-2099 FAX**

## Background

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires that master's level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The student is expected to demonstrate competency in each behavior in the social work field placement. To ensure the student develops the requisite behaviors, field instructors are asked to evaluate the student by end of the Fall, Winter, and Spring Quarters.

## Directions

Please reflect back over the quarter being evaluated and assess the extent to which the competencies and associated behaviors have been demonstrated by the student using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Indicate your response by placing an "x" in the box  for each observed behavior.

For each competency area, after you complete this assessment, the field instructor will compute the student's *Mean Score* for each competency (by summing all items for each behavior that received a numeric score (1 – 4) and dividing by the number of items scored).

Please include comments for items that you mark N.O. ('not observed') and also feel free to include additional comments that support your ratings in each competency area.

Rating	Definition of Categories
1	Area of Future Growth
2	Demonstrates Emerging Skill
3	Demonstrates Skill Consistently
4	Demonstrates Advanced Accomplishment
N.O.	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

*Note.* CSWE also requires that each behavior to be assessed be associated with one or more of four dimensions of competence. The dimensions are *Knowledge* from multiple and diverse social and cultural sources, application of social work *Values*, demonstration of professional *Skills*, and use of *Cognitive and Affective Processes* (C/A Processes) and abilities. The dimensions relevant to each behavior are noted in parentheses in each item.

## Competency 1: Demonstrate Ethical and Professional Behavior

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
13. Guided by ethical reasoning and self-reflection, demonstrate adherence to children, youth, and family welfare and well-being related laws, policies, and procedures. (See related Competency 5.) <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
14. Engage in active dialogue with field faculty/instructors regarding children, youth, and family welfare and well-being related field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
15. Develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child, youth, and family welfare and well-being related systems. <i>(Values, Skills)</i>	<input type="checkbox"/>				
16. Effectively manage professional boundary issues and other challenges arising in the course of children, youth, and family welfare and well-being related work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
17. Develop and sustain relationships with interdisciplinary team members, including social workers, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff and others, that reflect clear understanding of their roles in working with public and private children, youth, and family welfare and well-being related settings. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
18. Demonstrate knowledge of the history and evolution of children, youth, and family welfare and well-being related practice in the United States and California, and a commitment to lifelong learning around this practice. <i>(Knowledge)</i>	<input type="checkbox"/>				
19. Employ the ethical use of technology to maintain the confidentiality of personal, children, youth, and family welfare and well-being-related, and health-related information. <i>(Skills, Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student's Self Assessment of Progress for Competency 1:**

**Field Instructor's Assessment of Student's Progress for Competency 1:**

**SECTION II: Student's Learning Goals for Competency 1:**

## Competency 2: Engage Diversity and Difference in Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
8. Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public and private children, youth, and family welfare and well-being related topics. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
9. Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and children, youth, and family welfare and well-being related settings. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
10. Adhere to relevant policies and procedures when serving Indigenous/American Indian/Native American children, youth, and families with Tribal rights/sovereignty. <i>(Knowledge)</i>	<input type="checkbox"/>				
11. Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth and families interact (including, but not limited to: family systems; community systems; public child welfare systems; school/educational systems; juvenile justice, criminal justice, and court systems; integrated behavioral health systems; medical systems). <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**

**Student’s Self Assessment of Progress for Competency 2:**

**Field Instructor’s Assessment of Student’s Progress for Competency 2:**

**SECTION II: Student's Learning Goals for Competency 2:**

### Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
7. Clearly articulate the systematic effects of discrimination, oppression and stigma on the quality and delivery of children, youth, and family welfare and well-being related social services, and identify and advocate for policy changes needed to address these issues. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
8. Advocate for a social justice practice framework in public child welfare, and support self advocacy for children, youth, young adults and families receiving children, youth, and family welfare and well-being related social services. <i>(Values, Skills)</i>	<input type="checkbox"/>				
9. Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for children, youth, and families who are receiving services within social service systems. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**

**Student’s Self Assessment of Progress for Competency 3:**

**Field Instructor’s Assessment of Student’s Progress for Competency 3:**

**SECTION II: Student’s Learning Goals for Competency 3:**

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based and evidence-informed theories and treatment models as they influence children, youth, and family welfare and well-being practice. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
2. Engage in critical analysis of research findings, theoretical practice models, and practice wisdom that inform children, youth, and family welfare and well-being related practice, including how research practices have historically failed to address the needs and realities of and/or exploited disadvantaged communities, and how cross-cultural research practices can be used to enhance equity. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
3. Clearly communicate research findings, conclusions and implications, as well as their applications to child welfare practice, across a variety of professional interactions with children, youth, young adults, and families and multi-disciplinary service providers. <i>(Skills)</i>	<input type="checkbox"/>				
4. Apply research findings to children, youth, and family welfare and well-being related practice with individuals, families, and communities and to the development of professional knowledge about the field of children, youth, and family related welfare and well-being. <i>(Knowledge, Skills)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 4:

#### Field Instructor's Assessment of Student's Progress for Competency 4:

**SECTION II: Student's Learning Goals for Competency 4:**

## Competency 5: Engage in Policy Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
<p>1. Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Child welfare relevant California Welfare and Institutions Code</li> <li>• Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare relevant Children’s Bureau policy guidance</li> <li>• Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)</li> <li>• Indian Child Welfare Act of 1978</li> <li>• Other public education and children, youth, and family well-being and welfare-relevant current legislation and policies (<i>Knowledge</i>)</li> </ul>	<input type="checkbox"/>				
<p>2. Understand and adhere to local policies and procedures that influence children, youth, and family welfare and well-being related practice. (<i>Knowledge, Skills</i>)</p>	<input type="checkbox"/>				
<p>3. Engage with the political and legislative arena of public and private children, youth, and family welfare and well-being related policies through involvement with relevant activities, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Maintaining ongoing familiarity with changes to children, youth, and family well-being and welfare-related legislation and the rationale for such changes</li> <li>• Reviewing recent All County Letters (ACLs) on the CDSS website</li> <li>• Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of children, youth, and family well-being and welfare</li> <li>• Attending Legislative Lobby Days Events in Sacramento (<i>Skills, C/A Processes</i>)</li> </ul>	<input type="checkbox"/>				
<p>4. Utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, State, and Federal policies in the course of children, youth, and family well-being and welfare related practice. (<i>Knowledge, Skills</i>)</p>	<input type="checkbox"/>				
<p><b>Mean Score in Competency</b>            Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 5:**

**Field Instructor's Assessment of Student's Progress for Competency 5:**

**SECTION II: Student's Learning Goals for Competency 5:**

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
5. Appropriately engage and activate children, youth, young adults, families, and other care providers in the development and coordination of case plans oriented toward safety, permanency, and well-being. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
6. Effectively utilize interpersonal skills to engage children, youth, young adults, families, and other care providers in culturally responsive, whole person, consumer-driven and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members' interactions with the agency and other factors such as trauma experiences. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
7. Recognizing the complex nature of concurrent planning in child welfare and other social service topics related to children, youth, and family well-being, and ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
8. Manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student's Self Assessment of Progress for Competency 6:**

**Field Instructor's Assessment of Student's Progress for Competency 6:**

**SECTION II: Student's Learning Goals for Competency 6:**

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. Identify, understand, and implement appropriate children, youth, and family well-being and welfare related screening and assessment tools. <i>(Knowledge, Skills)</i>	<input type="checkbox"/>				
2. Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. Relevant parties/systems may include, but are not limited to children, family systems, community systems, public child welfare systems, school/educational systems, juvenile justice, criminal justice, and court systems, behavioral health care systems and medical care systems. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
3. Engage in effective and ongoing critical analysis of children, youth, and family well-being and welfare related assessment data that: <ul style="list-style-type: none"> <li>• Reflect child, youth, young adult, family, and support systems' strengths and desires</li> <li>• Acknowledge the effects of intervention on family and community members</li> <li>• Address the impacts of trauma, adverse health conditions and co-occurring disorders</li> <li>• Culminate in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement</li> </ul> <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
4. Document and maintain all children, youth, and family well-being and welfare related assessment data responsibly and balance the need for such data with child, youth, young adult, and family privacy concerns, recognizing the nature of mandated services and the need for accurate assessment data. <i>(Knowledge, Values, Skills)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I: Student's Self Assessment of Progress for Competency 7:

**Field Instructor's Assessment of Student's Progress for Competency 7:**

**SECTION II: Student's Learning Goals for Competency 7:**

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
1. In partnership with children, youth, young adults, and families, develop appropriate case plans based on key principles and contemporary theories/models related to children, youth, and family well-being and welfare with a focus on safety, permanency, and well-being. Plans should: <ul style="list-style-type: none"> <li>• Reflect cultural humility and acknowledgement of individualized needs</li> <li>• Incorporate child and family strengths</li> <li>• Utilize community resources and natural supports</li> <li>• Incorporate multidisciplinary team supports and interventions</li> <li>• Focus on permanency and concurrent planning</li> <li>• Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family’s involvement with the child welfare and other social service systems</li> </ul> <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
2. Apply the principles of teaming, engagement, inquiry, and advocacy within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and providers to accomplish intervention goals. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
3. Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
4. Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that families’ needs for support may continue beyond these time periods. <i>(Knowledge, Values, Skills)</i>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 8:**

**Field Instructor's Assessment of Student's Progress for Competency 8:**

**SECTION II: Student's Learning Goals for Competency 8:**

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
5. Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines, and use digital systems such as the Child Welfare Statewide Automated Child Welfare Information System (SACWIS). <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
6. Conduct accurate process and outcome data analysis of engagement, assessment, and interventions in children, youth, and family well-being and welfare related practice. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
7. Use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community level policies to best support families and the systems that serve them. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
8. Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process. <i>(Values, Skills)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 9:

#### Field Instructor's Assessment of Student's Progress for Competency 9:

**SECTION II: Student's Learning Goals for Competency 9:**

## FIELD INSTRUCTOR'S GRADE RECOMMENDATION

**Grade Recommendation:**      Satisfactory       Unsatisfactory

A **satisfactory** grade recommendation indicates that the student's overall learning and performance is progressing at an appropriate rate without apparent problems.

An **unsatisfactory** grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

Mean Score	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & Environmental Justice
	COMPETENCY 4	Engage In Practice-informed Research And Research-informed Practice
	COMPETENCY 5	Engage In Policy Practice
	COMPETENCY 6	Engage With Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
	<b>OVERALL MEAN SCORE</b>	<b>ALL COMPETENCIES</b>

*Instructions.* Copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

**Students Comments (optional): (attach additional pages as necessary)**

**Field Instructor's Comments: (attach additional pages as necessary)**

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix S - Foundation Year *Mid-Year Progress Report***

<p><b>CAL STATE EAST BAY</b> <small>SOCIAL WORK</small></p> <p><b>FOUNDATION YEAR FIELD EVALUATION: MID-YEAR PROGRESS REPORT</b> <i>COMPLETED BY FIELD INSTRUCTORS &amp; STUDENTS</i></p>
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\_\_\_\_\_  
Name of Student

Date: Evaluation Period: Fall  Winter   
Spring  Summer

CYF  CMH  Title IV-E  CalSWEC II MH

Placement Start Date: Placement End Date:

Days in Placement: Hours per Week:

Agency:

Address:

Phone:

Email:

Field Instructor:

FI Email:

Field Liaison:

PLEASE FAX COMPLETED FORM TO:

FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX

**PART-TIME (OAKLAND) MSW PROGRAM: 510-885-2099 FAX**

## **Background**

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires that master’s level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The student is expected to demonstrate competency in each behavior in the social work field placement. To ensure the student develops the requisite behaviors, field instructors are asked to evaluate the student by end of the Fall, Winter, and Spring Quarters.

## **Directions**

Please reflect back over the quarter being evaluated and assess the extent to which the competencies and associated behaviors have been demonstrated by the student using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Indicate your response by placing an “x” in the box  for each observed behavior.

For each competency area, after you complete this assessment, the field instructor will compute the student’s *Mean Score* for each competency (by summing all items for each behavior that received a numeric score (1 – 4) and dividing by the number of items scored).

Please include comments for items that you mark N.O. (‘not observed’) and also feel free to include additional comments that support your ratings in each competency area.

<b>Rating</b>	<b>Definition of Categories</b>
1	Area of Future Growth
2	Demonstrates Emerging Skill
3	Demonstrates Skill Consistently
4	Demonstrates Advanced Accomplishment
N.O.	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

*Note.* CSWE also requires that each behavior to be assessed be associated with one or more of four dimensions of competence. The dimensions are knowledge from multiple and diverse social and cultural sources, application of social work values, demonstration of professional skills, and use of cognitive and affective processes and abilities. The dimensions relevant to each behavior are noted for each item.

## Competency 1: Demonstrate Ethical and Professional Behavior

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
20. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context ( <i>Dimensions: knowledge, values, cognitive/affective processes</i> )	<input type="checkbox"/>				
21. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations ( <i>Dimensions: cognitive/affective processes, values</i> )	<input type="checkbox"/>				
22. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
23. Use technology ethically and appropriately to facilitate practice outcomes ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
24. Use supervision and consultation to guide professional judgment and behavior ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**

**Student's Self Assessment of Progress for Competency 1:**

**Field Instructor's Assessment of Student's Progress for Competency 1:**

**SECTION II: Student's Learning Goals for Competency 1:**

## Competency 2: Engage Diversity and Difference in Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
12. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
13. Present themselves as a learners and engage clients and constituencies as experts of their own experiences ( <i>Dimensions: skills, values</i> )	<input type="checkbox"/>				
14. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies ( <i>Dimensions: skills, values</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 2:

#### Field Instructor's Assessment of Student's Progress for Competency 2:

### SECTION II: Student's Learning Goals for Competency 2:

### Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
<b>10.</b> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
<b>11.</b> Engage in practices that advance social, economic, and environmental justice ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 3:**

**Field Instructor’s Assessment of Student’s Progress for Competency 3:**

**SECTION II: Student’s Learning Goals for Competency 3:**

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
4. Use practice experience and theory to inform scientific inquiry and research (Dimensions: knowledge, cognitive/affective processes)	<input type="checkbox"/>				
5. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (Dimensions: knowledge, cognitive/affective processes)	<input type="checkbox"/>				
6. Use and translate research evidence to inform and improve practice, policy, and service delivery (Dimensions: knowledge, cognitive/affective processes)	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 4:

#### Field Instructor's Assessment of Student's Progress for Competency 4:

### SECTION II: Student's Learning Goals for Competency 4:

## Competency 5: Engage in Policy Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
4. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services ( <i>Dimension: knowledge</i> )	<input type="checkbox"/>				
5. Assess how social welfare and economic policies impact the delivery of and access to social services ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
6. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice ( <i>Dimensions: knowledge, skills, cognitive/affective processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 5:

#### Field Instructor's Assessment of Student's Progress for Competency 5:

### SECTION II: Student's Learning Goals for Competency 5:

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
3. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies ( <i>Dimension: knowledge, cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
4. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 6:

#### Field Instructor's Assessment of Student's Progress for Competency 6:

### SECTION II: Student's Learning Goals for Competency 6:

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
5. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
6. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies ( <i>Dimensions: knowledge, cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
7. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
8. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 7:

#### Field Instructor's Assessment of Student's Progress for Competency 7:

### SECTION II: Student's Learning Goals for Competency 7:

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
6. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
7. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies ( <i>Dimensions: knowledge, cognitive/affective processes</i> )	<input type="checkbox"/>				
8. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
9. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
10. Facilitate effective transitions and endings that advance mutually agreed-on goals ( <i>Dimension: skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 8:

#### Field Instructor's Assessment of Student's Progress for Competency 8:

### SECTION II: Student's Learning Goals for Competency 8:

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
5. Select and use appropriate methods for evaluation of outcomes ( <i>Dimensions: knowledge, cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
6. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes ( <i>Dimensions: knowledge, cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
7. Critically analyze, monitor, and evaluate intervention and program processes and outcomes ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
8. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels ( <i>Dimensions: cognitive/affective processes, skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 9:

#### Field Instructor's Assessment of Student's Progress for Competency 9:

### SECTION II: Student's Learning Goals for Competency 9:

## FIELD INSTRUCTOR'S GRADE RECOMMENDATION

**Grade Recommendation:**      Satisfactory       Unsatisfactory

A **satisfactory** grade recommendation indicates that the student's overall learning and performance is progressing at an appropriate rate without apparent problems.

An **unsatisfactory** grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

Mean Score	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & Environmental Justice
	COMPETENCY 4	Engage In Practice-informed Research And Research-informed Practice
	COMPETENCY 5	Engage In Policy Practice
	COMPETENCY 6	Engage With Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
	<b>OVERALL MEAN SCORE</b>	<b>ALL COMPETENCIES</b>

*Instructions.* Copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

**Students Comments (optional): (attach additional pages as necessary)**

**Field Instructor's Comments: (attach additional pages as necessary)**

Field Instructor's Signature:

\_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature:

\_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Signature:

\_\_\_\_\_ Date: \_\_\_\_\_

## Appendix S.1 Advanced Year (CMH) Mid-Year Progress Report



### ADVANCED YEAR FIELD EVALUATION: MID-YEAR PROGRESS REPORT

Community Mental Health (CMH) Specialization  
*COMPLETED BY FIELD INSTRUCTORS & STUDENTS*

\_\_\_\_\_  
Name of Student

Date:

Evaluation  
Period:

Fall   
Spring

Winter   
Summer

CalSWEC II MH

Yes

No

Placement Start Date:

Placement End Date:

Days in Placement:

Hours per Week:

Agency:

Address:

Phone:

Email:

Field Instructor:

FI Email:

Field Liaison:

PLEASE FAX COMPLETED FORM TO:

FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX

PART-TIME (OAKLAND) MSW PROGRAM: 510-885-2099 FAX

## Background

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires that master's level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The student is expected to demonstrate competency in each behavior in the social work field placement. To ensure the student develops the requisite behaviors, field instructors are asked to evaluate the student by end of the Fall, Winter, and Spring Quarters.

## Directions

Please reflect back over the quarter being evaluated and assess the extent to which the competencies and associated behaviors have been demonstrated by the student using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Indicate your response by placing an "x" in the box  for each observed behavior.

For each competency area, after you complete this assessment, the field instructor will compute the student's *Mean Score* for each competency (by summing all items for each behavior that received a numeric score (1 – 4) and dividing by the number of items scored).

Please include comments for items that you mark N.O. ('not observed') and also feel free to include additional comments that support your ratings in each competency area.

Rating	Definition of Categories
1	Area of Future Growth
2	Demonstrates Emerging Skill
3	Demonstrates Skill Consistently
4	Demonstrates Advanced Accomplishment
N.O.	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

*Note.* CSWE also requires that each behavior to be assessed be associated with one or more of four dimensions of competence. The dimensions are Knowledge from multiple and diverse social and cultural sources, application of social work Values, demonstration of professional Skills, and use of Cognitive and Affective Processes (C/A Processes) and abilities. The dimensions relevant to each behavior are noted in parentheses in each item.

## Competency 1: Demonstrate Ethical and Professional Behavior

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
25. Guided by ethical reasoning and self-reflection, demonstrate adherence to the key principles of the Mental Health Services Act and other behavioral health-related laws, policies and procedures. ( <i>Knowledge, C/A Processes</i> )	<input type="checkbox"/>				
26. Engage in active dialogue with field faculty/instructors regarding behavioral health field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. ( <i>Knowledge, Values, Skills</i> )	<input type="checkbox"/>				
27. Develop and sustain effective collaborative relationships with consumers of behavioral health services, their family members, and colleagues, community stakeholders, and others with lived experience, that respect consumer perspectives and self-determination. ( <i>Values, Skills</i> )	<input type="checkbox"/>				
28. Effectively manage professional boundary issues and other challenges arising in the course of behavioral health work, particularly ambiguities presented by the multiple roles sometimes characteristic of recovery-oriented practice, trauma, and other highly involved and potentially emotionally triggering aspects of the work. ( <i>Skills, Values, C/A Processes</i> )	<input type="checkbox"/>				
29. Develop and sustain relationships with members of interdisciplinary and integrated health care teams, including social workers, primary care providers, psychiatrists, psychologists, behavioral health specialists, substance use disorders treatment staff and others, that reflect clear understanding of their roles in behavioral health settings. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
30. Demonstrate knowledge of the history and evolution of behavioral health care practice in the United States and California, and a commitment to lifelong learning around behavioral health care practice. ( <i>Knowledge, Values</i> )	<input type="checkbox"/>				
31. Employ the ethical use of technology to maintain the confidentiality of clients' personal, mental and behavioral health, and health-related information. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 1:

**Field Instructor's Assessment of Student's Progress for Competency 1:**

**SECTION II: Student's Learning Goals for Competency 1:**

## Competency 2: Engage Diversity and Difference in Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
15. Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in the incidence and trajectory of behavioral health issues, including mental health issues, substance use disorders, and chronic health conditions. <i>(Knowledge, Values, C/A Processes)</i>	<input type="checkbox"/>				
16. Evidence respectful awareness and understanding of the impact of being a member of a marginalized group on health and behavioral health, and accurately identify differences in access to and quality of available services for members of different communities and populations. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
17. Demonstrate knowledge of diverse cultural norms and traditional methods of recognizing and treating behavioral health issues, and an applied understanding of how these realities affect work with consumers from diverse backgrounds. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
18. Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which behavioral health consumers interact, including but not limited to families, communities primary care systems; mental and behavioral health care systems and integrated care systems. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student's Self Assessment of Progress for Competency 2:**

**Field Instructor's Assessment of Student's Progress for Competency 2:**

**SECTION II: Student's Learning Goals for Competency 2:**

### Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
12. Clearly articulate the systematic effects of discrimination, oppression and stigma on the behavioral health needs and experiences of service consumers and on the quality and delivery of services offered to them, and identify and advocate for policy changes needed to address these issues. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
13. Advocate for changes in policies and programs that reflect a social justice practice framework for facilitating access to providing behavioral health services, based on the principles articulated in the Mental Health Services Act and including support for consumers serving as peer providers and facilitators. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
14. Demonstrate the ability to work effectively in interdisciplinary collaborations to develop and provide interventions that confront stigma and discrimination and provide integrated care to meet the specific needs of diverse behavioral health care consumers. <i>(Skills, Values, C/A Processes)</i>	<input type="checkbox"/>				
15. Engage in practices that advance social, economic, and environmental justice <i>(Dimension: skills)</i> Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for consumers who are mandated to receive services within the behavioral health care system, and the goal that services should be provided in the least restrictive environment possible. <i>(Knowledge, Values, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 3:**

**Field Instructor's Assessment of Student's Progress for Competency 3:**

**SECTION II: Student's Learning Goals for Competency 3:**

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
6. Demonstrate the ability to understand, interpret and evaluate the benefits and limitations various evidence-based and evidence-informed treatment models as they influence behavioral health practice. ( <i>Knowledge, C/A Processes</i> )	<input type="checkbox"/>				
7. Engage in critical analysis of research findings, practice models, and practice wisdom that inform behavioral health practice, including how research practices have historically failed to address the needs and realities of and/or exploited disadvantaged communities, and how cross-cultural and community-based research practices can be used to enhance equity. ( <i>Knowledge, Values, C/A Processes</i> )	<input type="checkbox"/>				
8. Clearly communicate research findings, conclusions and implications, as well as their applications to behavioral health practice, across a variety of professional interactions with consumers, families and multi-disciplinary service providers. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
9. Apply research findings to behavioral health practice with individuals, families, and communities and to the development of professional knowledge about behavioral health, wellness, and recovery. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
10. Gather and apply community- and culture-based practice knowledge to inform and advocate for evaluation and other forms of research that support equitable, innovative, and culturally sensitive behavioral care practices and services. ( <i>Knowledge, Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 4:

**Field Instructor's Assessment of Student's Progress for Competency 4:**

**SECTION II: Student's Learning Goals for Competency 4:**

## Competency 5: Engage in Policy Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
<p>5. Demonstrate familiarity with relevant statutes, civil codes and the roles of relevant policy entities, including but not limited to: (<i>Knowledge</i>)</p> <ul style="list-style-type: none"> <li>• The California Mental Health Services Act</li> <li>• The Patient Protection and Affordable Care Act</li> <li>• Other Federal, State and local legislation and policies related to mental health, behavioral health and treatment parity issues</li> <li>• SAMHSA, HRSA, DHHS, and other Federal entities</li> <li>• CDHCS, CDMHC and other State entities</li> <li>• NAMI and other consumer and family-driven advocacy organizations</li> </ul>	<input type="checkbox"/>				
<p>6. Understand and adhere to local policies and procedures that influence behavioral health practice. (<i>Knowledge, C/A Processes</i>)</p>	<input type="checkbox"/>				
<p>7. Engage with the political and legislative arena of behavioral health through involvement with relevant activities, including but not limited to: (<i>Values, Skills, C/A Processes</i>)</p> <ul style="list-style-type: none"> <li>• Maintaining ongoing familiarity with changes to behavioral health-related legislation and the rationale for such changes, including reviewing ongoing legislative actions related to the funding and implementation of the MHSA</li> <li>• Reading, analyzing and communicating in speech and writing about proposed legislation relevant to the field of behavioral health</li> <li>• Attending Legislative Lobby Days Events in Sacramento</li> </ul>	<input type="checkbox"/>				
<p>8. Utilize policy knowledge to effectively develop, implement and evaluate agency, local, state and federal policies in the course of behavioral health practice. (<i>Knowledge, Skills, C/A Processes</i>)</p>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 5:

**Field Instructor's Assessment of Student's Progress for Competency 5:**

**SECTION II: Student's Learning Goals for Competency 5:**

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
9. Appropriately engage and activate behavioral health consumers, their families, and other care providers in the development and coordination of wellness, resilience and recovery oriented behavioral health care plans in a variety of service delivery settings. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
10. Effectively utilize interpersonal skills to engage consumers and families in culturally responsive, consumer driven, and trauma-informed integrated behavioral health interventions that address mutually agreed upon goals within a recovery framework. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
11. Establish effective and appropriate communication, coordination and advocacy planning with other care providers and interdisciplinary care teams as needed to address mutually agreed upon behavioral health service goals within a recovery framework. Recognizing the complex nature of behavioral health service engagement, ensure that communications with consumers and their families regarding service goals are both sensitive and transparent. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
12. Manage affective responses and exercise good judgment around engaging with resistance, trauma responses, and other potentially triggering situations with consumers, their families, and other care providers. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 6:

#### Field Instructor's Assessment of Student's Progress for Competency 6:

**SECTION II: Student's Learning Goals for Competency 6:**

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
5. Identify, understand, and implement appropriate health and behavioral health screening and assessment tools, including population-based screenings and functional assessments used in behavioral health, primary care, integrated behavioral health, and other settings. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
6. Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of differential diagnoses and intervention needs. Relevant parties/systems may include but are not limited to consumers, families, communities, primary care, behavioral health, and integrated behavioral health care systems. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
7. Engage in effective and ongoing critical analysis of behavioral health assessment data that: ( <i>Values, Skills, C/A Processes</i> ) <ul style="list-style-type: none"> <li>• Reflects respect for consumer and family strengths and desires, and facilitates consumer development</li> <li>• Acknowledges the effects of intervention on family and community members</li> <li>• Addresses the interactive and cumulative effects of trauma, adverse health conditions and co-occurring disorders on behavioral health issues</li> <li>• Culminates in assessments that address needs for care within the framework of recovery, wellness and resilience</li> </ul>	<input type="checkbox"/>				
8. Document and maintain all behavioral health assessment data responsibly and balance the need for accurate assessment data with consumer and family privacy concerns and the sensitivity of behavioral health information. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
<p style="text-align: center;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 7:

**Field Instructor's Assessment of Student's Progress for Competency 7:**

**SECTION II: Student's Learning Goals for Competency 7:**

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
<p>6. In partnership with consumers and families, develop appropriate intervention plans that reflect the principles of recovery, wellness, and resilience as well as contemporary theories and models for behavioral health treatment. Plans should: (<i>Values, Skills, C/A Processes</i>)</p> <ul style="list-style-type: none"> <li>• Reflect cultural humility and acknowledgement of individualized needs</li> <li>• Incorporate consumer and family strengths</li> <li>• Utilize community resources and natural/peer supports</li> <li>• Incorporate multidisciplinary team supports and interventions</li> <li>• Include non-pharmacological interventions</li> <li>• Include psychiatric consultation and demonstrate knowledge of issues related to pharmacological interventions</li> </ul>	<input type="checkbox"/>				
<p>7. Apply the principles of teaming, engagement, inquiry, and advocacy within interdisciplinary teams and care coordination to the work of supporting consumers, family members and providers to accomplish mutually agreed upon intervention goals. (<i>Values, Skills</i>)</p>	<input type="checkbox"/>				
<p>8. Effectively implement evidence-based interventions in the context of providing emergency response, triage, brief treatment and longer term care, and in the course of addressing a range of behavioral health issues presented in behavioral health, primary care, specialty care, community agency, intensive outpatient and inpatient treatment settings. (<i>Knowledge, Skills</i>)</p>	<input type="checkbox"/>				
<p>9. Interventions should be guided by the principles of recovery, wellness, and resilience, and should include components such as psycho-education, problem-solving treatment skills, symptom tracking, medication therapies, follow up, and relapse prevention. (<i>Values, Skills</i>)</p>	<input type="checkbox"/>				
<p>10. Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that consumer needs for support may continue beyond these time periods. (<i>Skills, C/A Processes</i>)</p>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 8:

**Field Instructor's Assessment of Student's Progress for Competency 8:**

**SECTION II: Student's Learning Goals for Competency 8:**

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
9. Record, track, and monitor consumer engagement, assessment and intervention data in behavioral health practice accurately and according to field education agency policies and guidelines. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
10. Conduct accurate process and outcome analysis of engagement, assessment, and intervention data in behavioral health practice that incorporates consumer perspectives and reflects a focus on the principles of recovery, wellness and resilience. <i>(Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
11. Use findings to evaluate intervention effectiveness, develop recommendations for adapting service plans and approaches as needed, improve interdisciplinary team coordination and care integration, and help agency and community policies better support behavioral health consumers and their families. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
12. Share both the purposes of such data collection and the overall results of data analysis with behavioral health care consumers, their family members, and communities whenever possible, with the goal of engaging them more meaningfully in the evaluation process. <i>(Values, Skills)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 9:

#### Field Instructor's Assessment of Student's Progress for Competency 9:

**SECTION II: Student's Learning Goals for Competency 9:**

## FIELD INSTRUCTOR'S GRADE RECOMMENDATION

**Grade Recommendation:**      Satisfactory       Unsatisfactory

A **satisfactory** grade recommendation indicates that the student's overall learning and performance is progressing at an appropriate rate without apparent problems.

An **unsatisfactory** grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

Mean Score	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & Environmental Justice
	COMPETENCY 4	Engage In Practice-informed Research And Research-informed Practice
	COMPETENCY 5	Engage In Policy Practice
	COMPETENCY 6	Engage With Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
	<b>OVERALL MEAN SCORE</b>	<b>ALL COMPETENCIES</b>

*Instructions.* Copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

**Students Comments (optional): (attach additional pages as necessary)**

**Field Instructor's Comments: (attach additional pages as necessary)**

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix S.2 Advanced Year (CYF) Mid-Year Progress Report**



**ADVANCED YEAR FIELD EVALUATION:  
MID-YEAR PROGRESS REPORT**

**Children, Youth & Families (CYF) Specialization**  
*COMPLETED BY FIELD INSTRUCTORS & STUDENTS*

\_\_\_\_\_  
**Name of Student**

**Date:** \_\_\_\_\_ **Evaluation Period:** **Fall**  **Spring**  **Winter**  **Summer**

**Title IV-E?** **Yes**  **No**

**Placement Start Date:** \_\_\_\_\_ **Placement End Date:** \_\_\_\_\_

**Days in Placement:** \_\_\_\_\_ **Hours per Week:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**FI Email:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_

**PLEASE FAX COMPLETED FORM TO:**

**FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX**

**PART-TIME (OAKLAND) MSW PROGRAM: 510-885-2099 FAX**

## Background

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires that master's level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The student is expected to demonstrate competency in each behavior in the social work field placement. To ensure the student develops the requisite behaviors, field instructors are asked to evaluate the student by end of the Fall, Winter, and Spring Quarters.

## Directions

Please reflect back over the quarter being evaluated and assess the extent to which the competencies and associated behaviors have been demonstrated by the student using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Indicate your response by placing an "x" in the box  for each observed behavior.

For each competency area, after you complete this assessment, the field instructor will compute the student's *Mean Score* for each competency (by summing all items for each behavior that received a numeric score (1 – 4) and dividing by the number of items scored).

Please include comments for items that you mark N.O. ('not observed') and also feel free to include additional comments that support your ratings in each competency area.

Rating	Definition of Categories
1	Area of Future Growth
2	Demonstrates Emerging Skill
3	Demonstrates Skill Consistently
4	Demonstrates Advanced Accomplishment
N.O.	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

*Note.* CSWE also requires that each behavior to be assessed be associated with one or more of four dimensions of competence. The dimensions are Knowledge from multiple and diverse social and cultural sources, application of social work Values, demonstration of professional Skills, and use of Cognitive and Affective Processes (C/A Processes) and abilities. The dimensions relevant to each behavior are noted in parentheses in each item.

## Competency 1: Demonstrate Ethical and Professional Behavior

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
32. Guided by ethical reasoning and self-reflection, demonstrate adherence to children, youth, and family welfare and well-being related laws, policies, and procedures. (See related Competency 5.) <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
33. Engage in active dialogue with field faculty/instructors regarding children, youth, and family welfare and well-being related field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
34. Develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child, youth, and family welfare and well-being related systems. <i>(Values, Skills)</i>	<input type="checkbox"/>				
35. Effectively manage professional boundary issues and other challenges arising in the course of children, youth, and family welfare and well-being related work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
36. Develop and sustain relationships with interdisciplinary team members, including social workers, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff and others, that reflect clear understanding of their roles in working with public and private children, youth, and family welfare and well-being related settings. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
37. Demonstrate knowledge of the history and evolution of children, youth, and family welfare and well-being related practice in the United States and California, and a commitment to lifelong learning around this practice. <i>(Knowledge)</i>	<input type="checkbox"/>				
38. Employ the ethical use of technology to maintain the confidentiality of personal, children, youth, and family welfare and well-being-related, and health-related information. <i>(Skills, Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**

**Student's Self Assessment of Progress for Competency 1:**

**Field Instructor's Assessment of Student's Progress for Competency 1:**

**SECTION II: Student's Learning Goals for Competency 1:**

## Competency 2: Engage Diversity and Difference in Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
19. Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public and private children, youth, and family welfare and well-being related topics. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
20. Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and children, youth, and family welfare and well-being related settings. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
21. Adhere to relevant policies and procedures when serving Indigenous/American Indian/Native American children, youth, and families with Tribal rights/sovereignty. <i>(Knowledge)</i>	<input type="checkbox"/>				
22. Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth and families interact (including, but not limited to: family systems; community systems; public child welfare systems; school/educational systems; juvenile justice, criminal justice, and court systems; integrated behavioral health systems; medical systems). <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 2:**

**Field Instructor’s Assessment of Student’s Progress for Competency 2:**

**SECTION II: Student's Learning Goals for Competency 2:**

### Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
16. Clearly articulate the systematic effects of discrimination, oppression and stigma on the quality and delivery of children, youth, and family welfare and well-being related social services, and identify and advocate for policy changes needed to address these issues. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
17. Advocate for a social justice practice framework in public child welfare, and support self advocacy for children, youth, young adults and families receiving children, youth, and family welfare and well-being related social services. <i>(Values, Skills)</i>	<input type="checkbox"/>				
18. Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for children, youth, and families who are receiving services within social service systems. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 3:**

**Field Instructor’s Assessment of Student’s Progress for Competency 3:**

**SECTION II: Student’s Learning Goals for Competency 3:**

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
5. Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based and evidence-informed theories and treatment models as they influence children, youth, and family welfare and well-being practice. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
6. Engage in critical analysis of research findings, theoretical practice models, and practice wisdom that inform children, youth, and family welfare and well-being related practice, including how research practices have historically failed to address the needs and realities of and/or exploited disadvantaged communities, and how cross-cultural research practices can be used to enhance equity. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
7. Clearly communicate research findings, conclusions and implications, as well as their applications to child welfare practice, across a variety of professional interactions with children, youth, young adults, and families and multi-disciplinary service providers. <i>(Skills)</i>	<input type="checkbox"/>				
8. Apply research findings to children, youth, and family welfare and well-being related practice with individuals, families, and communities and to the development of professional knowledge about the field of children, youth, and family related welfare and well-being. <i>(Knowledge, Skills)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 4:

#### Field Instructor's Assessment of Student's Progress for Competency 4:

**SECTION II: Student's Learning Goals for Competency 4:**

## Competency 5: Engage in Policy Practice

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
5. Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including but not limited to: <ul style="list-style-type: none"> <li>• Child welfare relevant California Welfare and Institutions Code</li> <li>• Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare relevant Children’s Bureau policy guidance</li> <li>• Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)</li> <li>• Indian Child Welfare Act of 1978</li> <li>• Other public education and children, youth, and family well-being and welfare-relevant current legislation and policies (<i>Knowledge</i>)</li> </ul>	<input type="checkbox"/>				
6. Understand and adhere to local policies and procedures that influence children, youth, and family welfare and well-being related practice. ( <i>Knowledge, Skills</i> )	<input type="checkbox"/>				
7. Engage with the political and legislative arena of public and private children, youth, and family welfare and well-being related policies through involvement with relevant activities, including, but not limited to: <ul style="list-style-type: none"> <li>• Maintaining ongoing familiarity with changes to children, youth, and family well-being and welfare-related legislation and the rationale for such changes</li> <li>• Reviewing recent All County Letters (ACLs) on the CDSS website</li> <li>• Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of children, youth, and family well-being and welfare</li> <li>• Attending Legislative Lobby Days Events in Sacramento (<i>Skills, C/A Processes</i>)</li> </ul>	<input type="checkbox"/>				
8. Utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, State, and Federal policies in the course of children, youth, and family well-being and welfare related practice. ( <i>Knowledge, Skills</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student’s Self Assessment of Progress for Competency 5:

**Field Instructor's Assessment of Student's Progress for Competency 5:**

**SECTION II: Student's Learning Goals for Competency 5:**

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
13. Appropriately engage and activate children, youth, young adults, families, and other care providers in the development and coordination of case plans oriented toward safety, permanency, and well-being. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
14. Effectively utilize interpersonal skills to engage children, youth, young adults, families, and other care providers in culturally responsive, whole person, consumer-driven and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members' interactions with the agency and other factors such as trauma experiences. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
15. Recognizing the complex nature of concurrent planning in child welfare and other social service topics related to children, youth, and family well-being, and ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
16. Manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I:

#### Student's Self Assessment of Progress for Competency 6:

#### Field Instructor's Assessment of Student's Progress for Competency 6:

**SECTION II: Student's Learning Goals for Competency 6:**

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
5. Identify, understand, and implement appropriate children, youth, and family well-being and welfare related screening and assessment tools. <i>(Knowledge, Skills)</i>	<input type="checkbox"/>				
6. Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. Relevant parties/systems may include, but are not limited to children, family systems, community systems, public child welfare systems, school/educational systems, juvenile justice, criminal justice, and court systems, behavioral health care systems and medical care systems. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
7. Engage in effective and ongoing critical analysis of children, youth, and family well-being and welfare related assessment data that: <ul style="list-style-type: none"> <li>• Reflect child, youth, young adult, family, and support systems' strengths and desires</li> <li>• Acknowledge the effects of intervention on family and community members</li> <li>• Address the impacts of trauma, adverse health conditions and co-occurring disorders</li> <li>• Culminate in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement</li> </ul> <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
8. Document and maintain all children, youth, and family well-being and welfare related assessment data responsibly and balance the need for such data with child, youth, young adult, and family privacy concerns, recognizing the nature of mandated services and the need for accurate assessment data. <i>(Knowledge, Values, Skills)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### SECTION I: Student's Self Assessment of Progress for Competency 7:

**Field Instructor's Assessment of Student's Progress for Competency 7:**

**SECTION II: Student's Learning Goals for Competency 7:**

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
5. In partnership with children, youth, young adults, and families, develop appropriate case plans based on key principles and contemporary theories/models related to children, youth, and family well-being and welfare with a focus on safety, permanency, and well-being. Plans should: <ul style="list-style-type: none"> <li>• Reflect cultural humility and acknowledgement of individualized needs</li> <li>• Incorporate child and family strengths</li> <li>• Utilize community resources and natural supports</li> <li>• Incorporate multidisciplinary team supports and interventions</li> <li>• Focus on permanency and concurrent planning</li> <li>• Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family’s involvement with the child welfare and other social service systems</li> </ul> <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
6. Apply the principles of teaming, engagement, inquiry, and advocacy within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and providers to accomplish intervention goals. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
7. Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
8. Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that families’ needs for support may continue beyond these time periods. <i>(Knowledge, Values, Skills)</i>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student’s Self Assessment of Progress for Competency 8:**

**Field Instructor's Assessment of Student's Progress for Competency 8:**

**SECTION II: Student's Learning Goals for Competency 8:**

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N.O. Not Observed
13. Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines, and use digital systems such as the Child Welfare Statewide Automated Child Welfare Information System (SACWIS). <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
14. Conduct accurate process and outcome data analysis of engagement, assessment, and interventions in children, youth, and family well-being and welfare related practice. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
15. Use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community level policies to best support families and the systems that serve them. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
16. Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process. <i>(Values, Skills)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**SECTION I:**  
**Student's Self Assessment of Progress for Competency 9:**

**Field Instructor's Assessment of Student's Progress for Competency 9:**

**SECTION II: Student's Learning Goals for Competency 9:**

## FIELD INSTRUCTOR'S GRADE RECOMMENDATION

**Grade Recommendation:**      Satisfactory       Unsatisfactory

A **satisfactory** grade recommendation indicates that the student's overall learning and performance is progressing at an appropriate rate without apparent problems.

An **unsatisfactory** grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

Mean Score	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & Environmental Justice
	COMPETENCY 4	Engage In Practice-informed Research And Research-informed Practice
	COMPETENCY 5	Engage In Policy Practice
	COMPETENCY 6	Engage With Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
	<b>OVERALL MEAN SCORE</b>	<b>ALL COMPETENCIES</b>

*Instructions.* Copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

**Students Comments (optional): (attach additional pages as necessary)**

**Field Instructor's Comments: (attach additional pages as necessary)**

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix T Foundation Year Final Progress Report**



**FOUNDATION YEAR FIELD EVALUATION:  
FINAL PROGRESS REPORT**  
*COMPLETED BY FIELD INSTRUCTORS*

\_\_\_\_\_  
**Name of Student**

**Date:** \_\_\_\_\_ **Evaluation Period:** **Fall**  **Spring**  **Winter**  **Summer**

**CYF**  **CMH**  **Title IV-E**

**Placement Start Date:** \_\_\_\_\_ **Placement End Date:** \_\_\_\_\_

**Days in Placement:** \_\_\_\_\_ **Hours per Week:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**FI Email:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_

**PLEASE FAX COMPLETED FORM TO:**

**FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX**

## Background

The Council on Social Work Education (CSWE), the national accrediting body on social work education, requires that MSW students demonstrate competency in 9 areas and 31 associated behaviors. Students must demonstrate competency in each behavior. Thus, field instructors must evaluate the student by the end of each quarter (fall, winter, spring) on field placement performance.

## Directions

Please reflect back over the quarter and assess student competencies and associated behaviors using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Place an “x” in the appropriate box  for each observed behavior.

Next the field instructor computes the student’s *Mean Score* for each competency (sum all items for each behavior that received a numeric rating and divide by the number of items scored).

Please include comments for items that are marked N.O. (not observed) and feel free to include comments that support your ratings in each competency area.

Rating	Definition of Scale
1	Area of Future Growth
2	Emerging Skill
3	Demonstrates Consistently
4	Advanced Accomplishment
N O	Did not observe the behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

### Abbreviation Guide

CSWE	Council on Social Work Education
EPAS	Educational Policy and Accreditation Standards (of CSWE)
HBSE	Human Behavior in the Social Environment
PIE	Person-in-Environment
N O	No Opportunity to Observe
K	Knowledge
V	Values
S	Skills
CA	Cognitive and Affective Processes

*Note.* CSWE also requires that each behavior associated with the competency be assessed with one or more of four dimensions of competence. The dimensions are *knowledge* from multiple and diverse social and cultural sources, application of social work *values*, demonstration of professional *skills*, and use of *cognitive and affective processes and abilities*. The dimensions relevant to each behavior are noted for each item. The following chart provides an overview of the assessment’s organization, based on the 9 CSWE Competencies, the 4 Dimensions of the Behaviors (knowledge, values, skills and cognitive/affective processes), and the 31 specific behaviors generated by the competencies and dimensions.

## Reference Guide

<b>OVERVIEW OF FIELD PROGRESS REPORT STRUCTURE: CSWE REQUIRED MASTERY THAT IS ASSESSED IN CSUEB FIELD PROGRESS REPORTS</b>	
<b>9 CSWE COMPETENCIES</b> <i>CSUEB MSW Program Learning Outcomes (PLO) that map to the CSWE Competency are noted</i>	<b>ASSESSED OVER 4 BEHAVIORAL DIMENSIONS:</b> 1) Knowledge 2) Values 3) Skills 4) Cognitive & Affective Processes
<b>Total of 31 Behaviors</b> (abbreviated description)	
1. <b>ETHICS</b> & professional behavior <i>(PLO1 Ethics)</i>	<ol style="list-style-type: none"> <li>1. Ethical decisions and conduct (K,V,CA)</li> <li>2. Self-reflection (V, CA)</li> <li>3. Professional demeanor (S)</li> <li>4. Ethical technology (S)</li> <li>5. Use of supervision (S)</li> </ol>
2. <b>DIVERSITY</b> & Difference in Practice <i>(PLO6 Diversity)</i>	<ol style="list-style-type: none"> <li>1. Apply &amp; communicate understanding of diversity (K, CA)</li> <li>2. Present self as learner &amp; client as expert (V, S)</li> <li>3. Self-awareness &amp; self-regulation (V,S)</li> </ol>
3. Advance <b>HUMAN RIGHTS &amp; SOCIAL JUSTICE</b> <i>(PLO5 Advocate Social Justice)</i>	<ol style="list-style-type: none"> <li>1. Apply understanding of social, economic &amp; environmental justice to advocate for human rights (K, CA)</li> <li>2. Engage to advance social justice (S)</li> </ol>
4. <b>PRACTICE INFORMED RESEARCH &amp; RESEARCH INFORMED PRACTICE</b> <i>(PLO3 Critical Analysis)</i>	<ol style="list-style-type: none"> <li>1. Use practice &amp; theory to inform research (K, CA)</li> <li>2. Apply critical thinking to research (K, CA)</li> <li>3. Use &amp; translate evidence into practice/policy/service (K, CA)</li> </ol>
5. Engage with <b>POLICY</b> informed practice <i>(PLO3 Critical Analysis, 5 Advocacy)</i>	<ol style="list-style-type: none"> <li>1. Identify social policy and impact (K)</li> <li>2. Assess social policy impact (K, CA)</li> <li>3. Apply critical thinking to policies (K, S)</li> </ol>
6. <b>ENGAGE</b> individuals, families, groups, organizations, communities <i>(PLO2 Use of Self, 4 Apply Theory)</i>	<ol style="list-style-type: none"> <li>1. Apply HBSE, PIE &amp; other theories (K, S, CA)</li> <li>2. Use empathy, reflection, interpersonal skills to engage(S, CA)</li> </ol>
7. <b>ASSESS</b> individuals, families, groups, organizations,, communities <i>(PLO3 Critical Analysis, 4 Apply Theory, 7 Communication)</i>	<ol style="list-style-type: none"> <li>1. Collect &amp; organize data, apply critical thinking to interpret information (S, CA)</li> <li>2. Apply HBSE, PIE &amp; other theories to analyze (S, CA)</li> <li>3. Develop mutually agreed-on goals</li> <li>4. Select appropriate intervention strategies (S, CA)</li> </ol>
8. <b>INTERVENE</b> with individuals, families, groups, organizations,, communities <i>(PLO2 Use of Self, 3 Critical Analysis, 4 Apply Theory, 7 Communication)</i>	<ol style="list-style-type: none"> <li>1. Critically choose &amp; implement interventions (K, CA)</li> <li>2. Apply HBSE, PIE &amp; other theories to intervene (K, CA)</li> <li>3. Use inter-professional collaboration (S)</li> <li>4. Negotiate, mediate &amp; advocate (S)</li> </ol>
9. <b>EVALUATE</b> practice with individuals, families, groups, organizations, communities <i>(PLO 3 Critical Analysis, 4 Apply Theory, 5 Advocacy, 7 Communication)</i>	<ol style="list-style-type: none"> <li>1. Select &amp; use appropriate outcome evaluation methods (K, S, CA)</li> <li>2. Apply HBSE, PIE &amp; other theories in evaluation (K, S, CA)</li> <li>3. Critically analyze, monitor &amp; evaluate processes &amp; outcomes (S, CA)</li> <li>4. Apply findings to improve practice (S, CA)</li> </ol>

## Competency 1: Demonstrate Ethical and Professional Behavior

CSWE EPAS BEHAVIORS	1	2	3	4	N O
39. Make ethical decisions by applying the NASW Code of Ethics, policies/laws/regulations, decision-making models, ethical research, and other appropriate codes (K, V,CA)	<input type="checkbox"/>				
40. Use reflection and self-regulation to manage personal values and maintain professionalism (V, CA)	<input type="checkbox"/>				
41. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication (S)	<input type="checkbox"/>				
42. Use technology ethically and appropriately (S)	<input type="checkbox"/>				
43. Use supervision and consultation to guide professional judgment, behavior, and practice(S)	<input type="checkbox"/>				
<b>MEAN SCORE IN COMPETENCY</b> <i>Sum of scored items ÷ number of scored items = mean</i> (DO NOT INCLUDE ITEMS WITH N.O. RATING )					

**SECTION I:**

**Field Instructor's Assessment of Student Progress for Competency 1: Ethical & Professional Behavior**

## Competency 2: Engage Diversity and Difference in Practice

CSWE EPAS BEHAVIORS	1	2	3	4	NO
23. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in all levels of practice (K, CA)	<input type="checkbox"/>				
24. Present self as a learner and engage clients/constituencies as experts of their own experiences (V, S)	<input type="checkbox"/>				
25. Apply self-awareness and self-regulation to manage personal biases and values in working with diverse clients/constituencies (V, S)	<input type="checkbox"/>				
<b>MEAN SCORE IN COMPETENCY</b> <i>Sum of scored items ÷ number of scored items = mean</i> (DO NOT INCLUDE ITEMS WITH N.O. RATING )					

### SECTION I:

Field Instructor's Assessment of Student Progress for Competency 2: Engage Diversity & Difference

### Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

CSWE EPAS BEHAVIORS	1	2	3	4	N O
19. Apply understanding of social, economic, and environmental justice to advocate for human rights at individual and system levels (K, CA)	<input type="checkbox"/>				
20. Engage in practices that advance social, economic, and environmental justice (S)	<input type="checkbox"/>				
<b>MEAN SCORE IN COMPETENCY</b> <i>Sum of scored items ÷ number of scored items = mean</i> (DO NOT INCLUDE ITEMS WITH N.O. RATING)					

**SECTION I:**

**Field Instructor’s Assessment of Student Progress for Competency 3: Advance Human Rights & Social Justice**

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

CSWE EPAS BEHAVIORS	1	2	3	4	NO
7. Use practice experience and theory to inform scientific inquiry and research (K, CA)	<input type="checkbox"/>				
8. Apply critical thinking to analysis of quantitative and qualitative research methods and research findings (K, CA)	<input type="checkbox"/>				
9. Use and translate research evidence to inform and improve practice, policy, and service delivery (K, CA)	<input type="checkbox"/>				
<b>MEAN SCORE IN COMPETENCY</b> <i>Sum of scored items ÷ number of scored items = mean</i> (DO NOT INCLUDE ITEMS WITH N.O. RATING )					

### SECTION I:

Field Instructor's Assessment of Student Progress for Competency 4: Research Informed

## Competency 5: Engage in Policy Practice

CSWE EPAS BEHAVIORS	1	2	3	4	NO
7. Identify social policy at local, state, and federal levels that impact well-being, service delivery and access (K)	<input type="checkbox"/>				
8. Assess how social welfare and economic policies impact service delivery and access (K, CA)	<input type="checkbox"/>				
9. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (K, S, CA)	<input type="checkbox"/>				
<p style="text-align: center;"><b>MEAN SCORE IN COMPETENCY</b>  <i>Sum of scored items ÷ number of scored items = mean</i>            (DO NOT INCLUDE ITEMS WITH N.O. RATING )</p>					

### SECTION I:

Field Instructor's Assessment of Student Progress for Competency 5: Policy Practice

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	NO
5. Apply knowledge of HBSE, PIE, and other multidisciplinary theories to engage with clients/constituencies (K, S, CA)	<input type="checkbox"/>				
6. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients/constituencies (K, S, CA)	<input type="checkbox"/>				
<b>MEAN SCORE IN COMPETENCY</b> <i>Sum of scored items ÷ number of scored items = mean</i> (DO NOT INCLUDE ITEMS WITH N.O. RATING )					

### SECTION I:

Field Instructor's Assessment of Student Progress for Competency 6: Engage

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N O
9. Collect and organize assessment data, and critically interpret information from clients/constituencies (S, CA)	<input type="checkbox"/>				
10. Apply knowledge of HBSE, PIE, and other multidisciplinary theories in the analysis of the assessment data (K, S, CA)	<input type="checkbox"/>				
11. Develop mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges of clients/constituencies (S, CA)	<input type="checkbox"/>				
12. Select appropriate intervention strategies based on the assessment, research knowledge, and client/constituencies' values and preferences (S, CA)	<input type="checkbox"/>				
<b>MEAN SCORE IN COMPETENCY</b>					
<i>Sum of scored items ÷ number of scored items = mean</i> (DO NOT INCLUDE ITEMS WITH N.O. RATING )					

### SECTION I:

Field Instructor's Assessment of Student Progress for Competency 7: Assess

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	NO
11. Critically choose and implement interventions to achieve practice objectives/goals and enhance client/constituent capacities (K, CA)	<input type="checkbox"/>				
12. Apply knowledge of HBSE, PIE, and other multidisciplinary theories in interventions with clients/constituencies (K, CA)	<input type="checkbox"/>				
13. Use appropriate inter-professional collaboration to achieve beneficial practice outcomes (S)	<input type="checkbox"/>				
14. Negotiate, mediate, and advocate with and on behalf of diverse clients/constituencies (S)	<input type="checkbox"/>				
15. Facilitate effective transitions and endings that advance mutually agreed-on goals (S)	<input type="checkbox"/>				
<b>MEAN SCORE IN COMPETENCY</b> <i>Sum of scored items ÷ number of scored items = mean</i> (DO NOT INCLUDE ITEMS WITH N.O. RATING)					

### SECTION I:

Field Instructor's Assessment of Student Progress for Competency 8: Intervene

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CSWE EPAS BEHAVIORS	1	2	3	4	N O
9. Select and use appropriate methods for evaluation of outcomes (K, S, CA)	<input type="checkbox"/>				
10. Apply knowledge of HBSE, PIE, and other multidisciplinary theories to outcome evaluation (K, S, CA)	<input type="checkbox"/>				
11. Critically analyze, monitor, and evaluate intervention and program processes and outcomes (S, CA)	<input type="checkbox"/>				
12. Apply evaluation findings to improve practice at micro, mezzo, and macro levels (S, CA)	<input type="checkbox"/>				
<b>MEAN SCORE IN COMPETENCY</b> <i>Sum of scored items ÷ number of scored items = mean</i> (DO NOT INCLUDE ITEMS WITH N.O. RATING)					

**SECTION I:**

**Field Instructor's Assessment of Student Progress for Competency 9: Evaluate**

## SUMMARY OF MEAN SCORES

*Instructions:* Please copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

MEAN SCORE	COMPETENCY	DESCRIPTION
	1	Ethical and Professional Behavior
	2	Engage Diversity and Difference In Practice
	3	Advance Human Rights and Social, Economic & Environmental Justice
	4	Engage In Practice-informed Research And Research-informed Practice
	5	Engage In Policy Practice
	6	Engage With Individuals, Families, Groups, Orgs., and Communities
	7	Assess Individuals, Families, Groups, Orgs., and Communities
	8	Intervene with Individuals, Families, Groups, Orgs., and Communities
	9	Evaluate Practice with Individuals, Families, Groups, Orgs., and Communities
	<b>OVERALL MEAN SCORE</b>	<b>ALL COMPETENCIES</b>

## FIELD INSTRUCTOR'S GRADE RECOMMENDATION

Please check the grade recommendation: Satisfactory  Unsatisfactory

A **satisfactory** grade recommendation indicates that the student's overall learning and performance is progressing at an appropriate rate without apparent problems.

An **unsatisfactory** grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s), as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

**Students Comments (optional): (attach additional pages as necessary)**

**Field Instructor's Comments: (attach additional pages as necessary)**

Field Instructor's Signature:

\_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature:

\_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Signature:

\_\_\_\_\_ Date: \_\_\_\_\_

## Appendix T.1 Advanced Year (CMH) Final Progress Report



### ADVANCED YEAR FIELD EVALUATION: FINAL PROGRESS REPORT

Community Mental Health (CMH) Specialization

COMPLETED BY FIELD INSTRUCTORS

\_\_\_\_\_  
Name of Student

Date:

Evaluation  
Period:

Fall   
Spring

Winter   
Summer

CalSWEC II MH

Yes

No

Placement Start Date:

Placement End Date:

Days in Placement:

Hours per Week:

Agency:

Address:

Phone:

Email:

Field Instructor:

FI Email:

Field Liaison:

PLEASE FAX COMPLETED FORM TO:

FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX

PART-TIME (OAKLAND) MSW PROGRAM: 510-885-2099 FAX

## Background

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires that master's level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The student is expected to demonstrate competency in each behavior in the social work field placement. To ensure the student develops the requisite behaviors, field instructors are asked to evaluate the student by end of the Fall, Winter, and Spring Quarters.

## Directions

Please reflect back over the quarter being evaluated and assess the extent to which the competencies and associated behaviors have been demonstrated by the student using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Indicate your response by placing an "x" in the box  for each observed behavior.

For each competency area, after you complete this assessment, the field instructor will compute the student's *Mean Score* for each competency (by summing all items for each behavior that received a numeric score (1 – 4) and dividing by the number of items scored).

Please include comments for items that you mark N.O. ('not observed') and also feel free to include additional comments that support your ratings in each competency area.

Rating	Definition of Categories
1	Area of Future Growth
2	Demonstrates Emerging Skill
3	Demonstrates Skill Consistently
4	Demonstrates Advanced Accomplishment
N.O.	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

*Note.* CSWE also requires that each behavior to be assessed be associated with one or more of four dimensions of competence. The dimensions are *Knowledge* from multiple and diverse social and cultural sources, application of social work *Values*, demonstration of professional *Skills*, and use of *Cognitive and Affective Processes* (C/A Processes) and abilities. The dimensions relevant to each behavior are noted in parentheses in each item.

## Competency 1: Demonstrate Ethical and Professional Behavior

CMH SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
44. Guided by ethical reasoning and self-reflection, demonstrate adherence to the key principles of the Mental Health Services Act and other behavioral health-related laws, policies and procedures. ( <i>Knowledge, C/A Processes</i> )	<input type="checkbox"/>				
45. Engage in active dialogue with field faculty/instructors regarding behavioral health field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. ( <i>Knowledge, Values, Skills</i> )	<input type="checkbox"/>				
46. Develop and sustain effective collaborative relationships with consumers of behavioral health services, their family members, and colleagues, community stakeholders, and others with lived experience, that respect consumer perspectives and self-determination. ( <i>Values, Skills</i> )	<input type="checkbox"/>				
47. Effectively manage professional boundary issues and other challenges arising in the course of behavioral health work, particularly ambiguities presented by the multiple roles sometimes characteristic of recovery-oriented practice, trauma, and other highly involved and potentially emotionally triggering aspects of the work. ( <i>Skills, Values, C/A Processes</i> )	<input type="checkbox"/>				
48. Develop and sustain relationships with members of interdisciplinary and integrated health care teams, including social workers, primary care providers, psychiatrists, psychologists, behavioral health specialists, substance use disorders treatment staff and others, that reflect clear understanding of their roles in behavioral health settings. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
49. Employ the ethical use of technology to maintain the confidentiality of clients' personal, mental and behavioral health, and health-related information. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### Field Instructor's Assessment of Student's Progress for Competency 1:

## Competency 2: Engage Diversity and Difference in Practice

CMH SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
26. Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in the incidence and trajectory of behavioral health issues, including mental health issues, substance use disorders, and chronic health conditions. <i>(Knowledge, Values, C/A Processes)</i>	<input type="checkbox"/>				
27. Evidence respectful awareness and understanding of the impact of being a member of a marginalized group on health and behavioral health, and accurately identify differences in access to and quality of available services for members of different communities and populations. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
28. Demonstrate knowledge of diverse cultural norms and traditional methods of recognizing and treating behavioral health issues, and an applied understanding of how these realities affect work with consumers from diverse backgrounds. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
29. Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which behavioral health consumers interact, including but not limited to families, communities primary care systems; mental and behavioral health care systems and integrated care systems. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### Field Instructor’s Assessment of Student’s Progress for Competency 2:

### Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

CMH SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
21. Clearly articulate the systematic effects of discrimination, oppression and stigma on the behavioral health needs and experiences of service consumers and on the quality and delivery of services offered to them, and identify and advocate for policy changes needed to address these issues. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
22. Advocate for changes in policies and programs that reflect a social justice practice framework for facilitating access to providing behavioral health services, based on the principles articulated in the Mental Health Services Act and including support for consumers serving as peer providers and facilitators. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
23. Demonstrate the ability to work effectively in interdisciplinary collaborations to develop and provide interventions that confront stigma and discrimination and provide integrated care to meet the specific needs of diverse behavioral health care consumers. <i>(Skills, Values, C/A Processes)</i>	<input type="checkbox"/>				
24. Integrate practices that advance social, economic, and environmental justice. <i>(Dimension: skills)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

#### Field Instructor’s Assessment of Student’s Progress for Competency 3:

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

CMH SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
<b>11.</b> Demonstrate the ability to understand, interpret and evaluate the benefits and limitations various evidence-based and evidence-informed treatment models as they influence behavioral health practice. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
<b>12.</b> Apply evidence-based interventions to behavioral health practice with individuals, families, and communities. <i>(Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>13.</b> Gather and apply community- and culture-based practice knowledge to inform and advocate for evaluation and other forms of research that support equitable, innovative, and culturally sensitive behavioral care practices and services. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

**Field Instructor’s Assessment of Student’s Progress for Competency 4:**

## Competency 5: Engage in Policy Practice

CMH SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
<p>9. Demonstrate familiarity with relevant statutes, civil codes and the roles of relevant policy entities, including but not limited to: (<i>Knowledge</i>)</p> <ul style="list-style-type: none"> <li>• The California Mental Health Services Act</li> <li>• The Patient Protection and Affordable Care Act</li> <li>• Other Federal, State and local legislation and policies related to mental health, behavioral health and treatment parity issues</li> <li>• SAMHSA, HRSA, DHHS, and other Federal entities</li> <li>• CDHCS, CDMHC and other State entities</li> <li>• NAMI and other consumer and family-driven advocacy organizations</li> </ul>	<input type="checkbox"/>				
<p>10. Understand and adhere to local policies and procedures that influence behavioral health practice. (<i>Knowledge, C/A Processes</i>)</p>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

Field Instructor's Assessment of Student's Progress for Competency 5:

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

CMH SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
17. Appropriately engage behavioral health consumers, their families, and other care providers in the development and coordination of wellness, resilience and recovery oriented behavioral health care plans in a variety of service delivery settings. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
18. Effectively utilize interpersonal skills to engage consumers and families in culturally responsive, consumer driven, and trauma-informed integrated behavioral health interventions that address mutually agreed upon goals within a recovery framework. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
19. Establish effective and appropriate communication, coordination and advocacy planning with other care providers and interdisciplinary care teams as needed to address mutually agreed upon behavioral health service goals within a recovery framework. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
20. Manage affective responses and exercise good judgment around engaging with resistance, trauma responses, and other potentially triggering situations with consumers, their families, and other care providers. ( <i>Values, Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### Field Instructor's Assessment of Student's Progress for Competency 6:

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

CMH SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
9. Identify, understand, and implement appropriate health and behavioral health screening and assessment tools. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
10. Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment and intervention needs. <i>(Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
11. Engage in effective and ongoing critical analysis of behavioral health assessment data that: <i>(Values, Skills, C/A Processes)</i> <ul style="list-style-type: none"> <li>• Reflects respect for consumer and family strengths and desires, and facilitates consumer development</li> <li>• Acknowledges the effects of intervention on family and community members</li> <li>• Addresses the interactive and cumulative effects of trauma, adverse health conditions and co-occurring disorders on behavioral health issues</li> <li>• Culminates in assessments that address needs for care within the framework of recovery, wellness and resilience</li> </ul>	<input type="checkbox"/>				
12. Document and maintain all behavioral health assessment data responsibly and balance the need for accurate assessment data with consumer and family privacy concerns and the sensitivity of behavioral health information. <i>(Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### Field Instructor's Assessment of Student's Progress for Competency 7:

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

CMH SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
11. In partnership with consumers and families, develop appropriate intervention plans that reflect the principles of recovery, wellness, and resilience as well as contemporary theories and models for behavioral health treatment. Plans should: ( <i>Values, Skills, C/A Processes</i> ) <ul style="list-style-type: none"> <li>• Reflect cultural humility and acknowledgement of individualized needs</li> <li>• Incorporate consumer and family strengths</li> <li>• Utilize community resources and natural/peer supports</li> <li>• Incorporate multidisciplinary team supports and interventions</li> </ul>	<input type="checkbox"/>				
12. Apply the principles of collaboration, engagement, inquiry, and advocacy within interdisciplinary teams and care coordination to the work of supporting consumers, family members and providers to accomplish mutually agreed upon intervention goals. ( <i>Values, Skills</i> )	<input type="checkbox"/>				
13. Effectively implement evidence-based interventions in the context of providing emergency response, triage, brief treatment and longer term care, and in the course of addressing a range of behavioral health issues presented in behavioral health, primary care, specialty care, community agency, intensive outpatient and inpatient treatment settings. ( <i>Knowledge, Skills</i> )	<input type="checkbox"/>				
14. Interventions should be guided by the principles of recovery, wellness, and resilience, and should include components such as psycho-education, problem-solving treatment skills, symptom tracking, medication therapies, follow up, and relapse prevention. ( <i>Values, Skills</i> )	<input type="checkbox"/>				
15. Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that consumer needs for support may continue beyond these time periods. ( <i>Skills, C/A Processes</i> )	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### Field Instructor's Assessment of Student's Progress for Competency 8:

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CMH SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
17. Record, track, and monitor consumer engagement, assessment and intervention data in behavioral health practice accurately and according to field education agency policies and guidelines. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
18. Conduct accurate process and outcome analysis of engagement, assessment, and intervention data in behavioral health practice that incorporates consumer perspectives and reflects a focus on the principles of recovery, wellness and resilience. <i>(Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
19. Use findings to evaluate intervention effectiveness, develop recommendations for adapting service plans and approaches as needed, improve interdisciplinary team coordination and care integration, and help agency and community policies better support behavioral health consumers and their families. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
20. Share both the purposes of such data collection and the overall results of data analysis with behavioral health care consumers, their family members, and communities whenever possible, with the goal of engaging them more meaningfully in the evaluation process. <i>(Values, Skills)</i>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

### Field Instructor's Assessment of Student's Progress for Competency 9:

## FIELD INSTRUCTOR'S GRADE RECOMMENDATION

**Grade Recommendation:**      Satisfactory       Unsatisfactory

A **satisfactory** grade recommendation indicates that the student's overall learning and performance is progressing at an appropriate rate without apparent problems.

An **unsatisfactory** grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

Mean Score	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & Environmental Justice
	COMPETENCY 4	Engage In Practice-informed Research And Research-informed Practice
	COMPETENCY 5	Engage In Policy Practice
	COMPETENCY 6	Engage With Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
	<b>OVERALL MEAN SCORE</b>	<b>ALL COMPETENCIES</b>

*Instructions.* Copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

**Students Comments (optional): (attach additional pages as necessary)**

**Field Instructor's Comments: (attach additional pages as necessary)**

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix T.2 Advanced Year (CYF) Final Progress Report**



**ADVANCED YEAR FIELD EVALUATION:  
FINAL PROGRESS REPORT**

**Children, Youth & Families (CYF) Specialization**

*COMPLETED BY FIELD INSTRUCTORS*

\_\_\_\_\_  
**Name of Student**

**Date:** \_\_\_\_\_ **Evaluation Period:** **Fall**  **Spring**  **Winter**  **Summer**

**Title IV-E?** **Yes**  **No**

**Placement Start Date:** \_\_\_\_\_ **Placement End Date:** \_\_\_\_\_

**Days in Placement:** \_\_\_\_\_ **Hours per Week:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**FI Email:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_

**PLEASE FAX COMPLETED FORM TO:**

**FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX**

**PART-TIME (OAKLAND) MSW PROGRAM: 510-885-2099 FAX**

## Background

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires that master's level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The student is expected to demonstrate competency in each behavior in the social work field placement. To ensure the student develops the requisite behaviors, field instructors are asked to evaluate the student by end of the Fall, Winter, and Spring Quarters.

## Directions

Please reflect back over the quarter being evaluated and assess the extent to which the competencies and associated behaviors have been demonstrated by the student using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Indicate your response by placing an "x" in the box  for each observed behavior.

For each competency area, after you complete this assessment, the field instructor will compute the student's *Mean Score* for each competency (by summing all items for each behavior that received a numeric score (1 – 4) and dividing by the number of items scored).

Please include comments for items that you mark N.O. ('not observed') and also feel free to include additional comments that support your ratings in each competency area.

Rating	Definition of Categories
1	Area of Future Growth
2	Demonstrates Emerging Skill
3	Demonstrates Skill Consistently
4	Demonstrates Advanced Accomplishment
N.O.	Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score)

*Note.* CSWE also requires that each behavior to be assessed be associated with one or more of four dimensions of competence. The dimensions are Knowledge from multiple and diverse social and cultural sources, application of social work Values, demonstration of professional Skills, and use of Cognitive and Affective Processes (C/A Processes) and abilities. The dimensions relevant to each behavior are noted in parentheses in each item.

## Competency 1: Demonstrate Ethical and Professional Behavior

CYF SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
50. Guided by ethical reasoning and self-reflection, demonstrate adherence to children, youth, and family welfare and well-being related laws, policies, and procedures. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
51. Engage in active dialogue with field faculty/instructors about field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
52. Develop and sustain respectful and effective collaborative relationships with colleagues, community stakeholders, and interdisciplinary team members. <i>(Values, Skills)</i>	<input type="checkbox"/>				
53. Effectively manage professional boundary issues and other challenges arising in the course of children, youth, and family welfare and well-being related work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
54. Use technology ethically and appropriately. <i>(Skills, Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b> Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

### Field Instructor's Summary/Comments for Competency 1:

## Competency 2: Engage Diversity and Difference in Practice

CYF SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
30. Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and children, youth, and family settings. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
31. Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth and families interact (including, but not limited to: family systems; community systems; public child welfare systems; school/educational systems; juvenile justice, criminal justice, and court systems; integrated behavioral health systems; medical systems). <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<b><u>TITLE IV-E ONLY (for non IV-E, please check N.O.)</u></b>					
32. Adhere to relevant policies and procedures when serving Indigenous/American Indian/Native American children, youth, and families with Tribal rights/sovereignty. <i>(Knowledge)</i>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**Field Instructor's Summary/Comments for Competency 2:**

### Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

CYF SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
25. Clearly articulate the systematic effects of discrimination, oppression and stigma on the quality and delivery of children, youth, and family related social services, and identify and advocate for policy changes needed to address these issues. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
26. Advocate for a social justice practice framework, and support self advocacy for children, youth, young adults and families receiving social services. <i>(Values, Skills)</i>	<input type="checkbox"/>				
27. Integrate practices that advance social, economic, and environmental justice. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

**Field Instructor’s Summary/Comments for Competency 3:**

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

CYF SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
9. Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based and evidence-informed theories and treatment models as they influence practice with children, youth, and families. <i>(Knowledge, C/A Processes)</i>	<input type="checkbox"/>				
10. Apply evidence-based interventions to children, youth, and family practice with individuals, families, and communities. <i>(Knowledge, Skills)</i>	<input type="checkbox"/>				
<p style="text-align: center;"><b>Mean Score in Competency</b></p> <p style="text-align: center;">Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

**Field Instructor's Summary/Comments for Competency 4:**

## Competency 5: Engage in Policy Practice

CYF SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
9. Demonstrate familiarity with current legislation and policies, and the roles of relevant policy entities related to social practice with children, youth, and families. <i>(Knowledge)</i>	<input type="checkbox"/>				
10. Understand and adhere to local policies and procedures that influence children, youth, and family welfare and well-being related practice. <i>(Knowledge, Skills)</i>	<input type="checkbox"/>				
<b><u>TITLE IV-E ONLY (for non IV-E, please check N.O.)</u></b>					
11. Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including but not limited to: <ul style="list-style-type: none"> <li>• Child welfare relevant California Welfare and Institutions Code</li> <li>• Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare relevant Children’s Bureau policy guidance</li> <li>• Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)</li> <li>• Indian Child Welfare Act of 1978 (Knowledge)</li> </ul>	<input type="checkbox"/>				
<b>Mean Score in Competency</b>					
Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)					

**Field Instructor’s Summary/Comments for Competency 5:**

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

CYF SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
21. Appropriately engage children, youth, young adults, families, and other care providers in the development and coordination of case plans. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
22. Effectively utilize interpersonal skills to engage children, youth, young adults, families, and other care providers in culturally responsive, whole person, consumer-driven and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members' interactions with the agency and other factors such as trauma experiences. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
23. Manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

**Field Instructor's Summary/Comments for Competency 6:**

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

CYF SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
9. Identify, understand, and implement appropriate children, youth, and family related screening and assessment tools. <i>(Knowledge, Skills)</i>	<input type="checkbox"/>				
10. Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
11. Engage in effective and ongoing critical analysis of children, youth, and family assessment data that: <ul style="list-style-type: none"> <li>• Reflect child, youth, young adult, family, and support systems' strengths and desires</li> <li>• Acknowledge the effects of intervention on family and community members</li> <li>• Address the impacts of trauma, adverse health conditions and co-occurring disorders</li> </ul> <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
12. Document and maintain all children, youth, and family assessment data responsibly and balance the need for such data with child, youth, young adult, and family privacy concerns the need for accurate assessment data. <i>(Knowledge, Values, Skills)</i>	<input type="checkbox"/>				
<p style="text-align: center;"><b>Mean Score in Competency</b></p> <p style="text-align: center;">Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

### Field Instructor's Summary/Comments for Competency 7:

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

CYF SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
9. In partnership with children, youth, young adults, and families, develop appropriate case plans based on key principles and contemporary theories/models related to children, youth, and family. Plans should: <ul style="list-style-type: none"> <li>• Reflect cultural humility and acknowledgement of individualized needs</li> <li>• Incorporate child and family strengths</li> <li>• Utilize community resources and natural supports</li> <li>• Incorporate multidisciplinary team supports and interventions <i>(Knowledge, Values, Skills, C/A Processes)</i></li> </ul>	<input type="checkbox"/>				
10. Apply the principles of collaboration, engagement, inquiry, and advocacy within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and providers to accomplish intervention goals. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
11. Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that clients' needs for support may continue beyond these time periods. <i>(Knowledge, Values, Skills)</i>	<input type="checkbox"/>				
<b><u>TITLE IV-E ONLY (for non IV-E, please check N.O.)</u></b> 12. Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights. <i>(Knowledge, Values, Skills, C/A Processes)</i>	<input type="checkbox"/>				
<p style="text-align: right;"><b>Mean Score in Competency</b></p> <p style="font-size: small;">Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

**Field Instructor's Summary/Comments for Competency 8:**

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

CYF SPECIALIZATION PRACTICE BEHAVIORS	1	2	3	4	N.O. Not Observed
21. Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines, including the use of digital systems if relevant. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
22. Conduct accurate process and outcome data analysis of engagement, assessment, and interventions in children, youth, and family practice. <i>(Knowledge, Skills, C/A Processes)</i>	<input type="checkbox"/>				
23. Use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community level policies to best support children, youth and families and the systems that serve them. <i>(Skills, C/A Processes)</i>	<input type="checkbox"/>				
24. Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process. <i>(Values, Skills)</i>	<input type="checkbox"/>				
<p><b>Mean Score in Competency</b></p> <p>Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item)</p>					

**Field Instructor’s Summary/Comments for Competency 9:**

## FIELD INSTRUCTOR'S GRADE RECOMMENDATION

**Grade Recommendation:** Satisfactory  Unsatisfactory

A **satisfactory** grade recommendation indicates that the student's overall learning and performance is progressing at an appropriate rate without apparent problems.

An **unsatisfactory** grade recommendation indicates that the student's overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

Mean Score	Competency	Description
	COMPETENCY 1	Demonstrate Ethical and Professional Behavior
	COMPETENCY 2	Engage Diversity and Difference In Practice
	COMPETENCY 3	Advance Human Rights and Social, Economic & Environmental Justice
	COMPETENCY 4	Engage In Practice-informed Research And Research-informed Practice
	COMPETENCY 5	Engage In Policy Practice
	COMPETENCY 6	Engage With Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
	COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
	<b>OVERALL MEAN SCORE</b>	<b>ALL COMPETENCIES</b>

*Instructions.* Copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

**Students Comments (optional): (attach additional pages as necessary)**

**Field Instructor's Comments: (attach additional pages as necessary)**

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix U --- Student Evaluation of Field Placement**



**Student Evaluation of Field Instructor/Placement**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Student Classification: **Foundation Year**  **Advanced Year**  CYF  CMH  Quarter: \_\_\_\_\_

Faculty Field Liaison: \_\_\_\_\_

Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

The purpose of this form is to evaluate the field placement experience from the student’s point of view. It will be used to gather aggregate data about the field placement program and to give feedback to the field instructors to promote the program’s effectiveness. Please complete this form carefully and thoughtfully. Only collated data will be shared; individual responses are confidential.

Please use the following rating scale to best describe your experience:

Poor	Fair	Good Often	Regularly	Excellent
Rarely	Once a Week	½ the Time		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

1	My field instructor served as the primary source of instruction	
2	My field liaison served as a supplementary source of instruction	
3	My field instructor helped me develop a <i>learning agreement</i>	
4	My field instructor held individual conferences with me	
5	My field instructor helped me to think systematically about a case	
6	The supervision was valuable to my learning	
7	My field instructor required written and/or taped recordings	
8	My field instructor used my recordings to teach from in our supervision	
9	The evaluation process was a joint one in which both my field instructor and I participated	
10	My field instructor demonstrated knowledge and skills as a practitioner	
11	My field instructor worked effectively with student(s)	
12	My field instructor served as a professional role model for me	
13	My field instructor helped me relate and apply what I learned in the classroom to my clients in the field	
14	My field instructor has met my learning needs	



## Appendix V -- Student Evaluation of Faculty Field Liaison



### Student Evaluation of Faculty Field Liaison

Student Name (optional) \_\_\_\_\_ Date \_\_\_\_\_

Faculty Field Liaison: \_\_\_\_\_

	<b>Strongly Disagree</b>				<b>Strongly Agree</b>
The faculty field liaison was available for consultation and problem-solving as necessary.	1	2	3	4	5
The faculty field liaison held sufficient field meetings with me on an individual basis as well as conjoint meeting(s) with the field instructor.	1	2	3	4	5
Number of agency visits made by my faculty field liaison: # _____					
The faculty field liaison provided feedback as needed on my <i>learning agreement</i> .	1	2	3	4	5
The faculty field liaison provided help as needed in the evaluation process.	1	2	3	4	5

Overall rating of faculty field liaison (circle one)

Poor    Below Average                  Average                  Above Average                  Outstanding

**Comments** (use a separate sheet if necessary)

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**PLEASE ATTACH THIS TO YOUR FINAL EVALUATION**

## **Appendix W --- Field Instructor Feedback**

(TO BE COMPLETED BY AGENCY FIELD INSTRUCTOR)



### Field Instructor Feedback: Evaluation of Faculty Field Liaison

(To be completed by Agency Field Instructor)

Faculty Field Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Agency: \_\_\_\_\_

How many times did you confer with your liaison via:		a) _____ Liaison's visits to field setting?				
		b) _____ Telephone consultation				
		c) _____ Email				
Please check your satisfaction level for each item	1	2	3	4	5	N/A
	Very Dissatisfied	Dissatisfied	Don't Know	Satisfied	Very Satisfied	
Field Liaison availability		<input type="checkbox"/>		<input type="checkbox"/>		
Field Liaison role clearly Indicated		<input type="checkbox"/>		<input type="checkbox"/>		
Consultation on field policies & procedures		<input type="checkbox"/>		<input type="checkbox"/>		
Availability of information on curriculum and course syllabi		<input type="checkbox"/>		<input type="checkbox"/>		
Training/consultation on developing supervision skills		<input type="checkbox"/>		<input type="checkbox"/>		
Assistance and support in mediating field problems		<input type="checkbox"/>		<input type="checkbox"/>		
Availability of consultation on developing learning activities		<input type="checkbox"/>		<input type="checkbox"/>		
Assistance w/evaluating student performance		<input type="checkbox"/>		<input type="checkbox"/>		
Overall, how helpful was the MSW program?	1 Not Helpful	2 Slightly Helpful	3 Don't Know	4 Helpful	5 Very Helpful	
Did you attend the Field Instructor Orientation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
If yes, how helpful was it?	1 Not Helpful	2 Slightly Helpful	3 Don't Know	4 Helpful	5 Very Helpful	



**Appendix X --- Faculty Field Liaison Evaluation/Agency Field Placement**



### Faculty Field Liaison Evaluation of Field Placement

Faculty Field Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Student Placement Classification: Foundation Year:  Advanced Year:  CYF  CMH

The purpose of this form is to evaluate the field placement from the faculty field liaison's point of view. It will be used to make decisions about the continued use of the field placement program and to provide feedback for the Field Director to assess the program effectiveness. Please complete this form carefully and thoughtfully.

Please use the following rating scale to best describe your experience:

Poor Rarely 1	Fair Once in a Week 2	Good/Often ½ the Time 3	Regularly 4	Excellent 5
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The field instructor served as the primary source of instruction.	
The field instructor helped the student develop a <i>learning agreement</i> .	
The field instructor held individual conferences with the student.	
The field instructor required written and/or taped recordings.	
The field instructor used the recordings to teach the student from conferences.	
The evaluation process was a joint one in which both the field instructor and the student actively participated.	
The field instructor demonstrated knowledge and skills as a practitioner.	
The field instructor worked effectively with students.	
The field instructor served as a professional role model for the student(s).	
The field instructor helped the student(s) relate and apply what they learned in the classroom to clients in the field.	
The field instructor met the student(s) learning needs.	
In the placement agency, the student's educational needs took precedence over the agency's service needs.	
The agency's staff demonstrated commitment compatible with social work values and ethics.	

