



California State University  
SAN MARCOS

DEPARTMENT OF  
SOCIAL WORK

# Master of Social Work Program

## Field Education Manual

2024 – 2025

# CSUSM MSW Field Education Faculty

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## Mission of the CSUSM MSW Program

Grounded in principles of social and economic justice, the Mission of the Master of Social Work Program at California State University San Marcos is to prepare competent, committed and conscientious social workers who engage in ethical and reflective advanced generalist practice. Responsive to a diverse and multicultural society, our program focuses on community engagement, service, advocacy, leadership and research that enhances the well-being of individuals, families, and communities in Southern California and beyond.

## Mission of the Social Work Profession

The mission of the MSW Program at CSUSM is carried out through a set of goals and objectives that guide the program and reflect the main tenets, or ethical principles of the social work profession, as developed by the National Association of Social Workers (NASW). The NASW is the Social Work profession's main organizing body whose key purpose is to "enhance the professional growth and development of [social work professionals], to create and maintain professional standards, and to advance sound social policies" (NASW; [www.socialworkers.org](http://www.socialworkers.org), 2017). The *NASW Code of Ethics* outlines the general mission of the social work profession, with specific guidelines, or codes of ethical conduct, that all professional social workers must uphold. NASW states, in the preamble of its *Code of Ethics*, that, "**...the primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.**" A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living" (NASW; National Association of Social Workers (approved 1996, revised 2017).

NASW further explains, "**Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems**" (ibid).\

The NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) offers a set of values, principles and standards to guide decision-making and everyday professional conduct of social workers. It is relevant to all social workers and social work students regardless of their specific functions or settings.

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire and are found in the NASW Code of Ethics:

### **Ethical Principles:**

- **Service** - Social workers' primary goal is to help people in need and to address social problems.
- **Social Justice** - Social workers challenge social injustice.
- **Dignity and Worth of the Person** - Social workers respect the inherent dignity and worth of the person.
- **Importance of Human Relationships** - Social workers recognize the central importance of human relationships.
- **Integrity** - Social workers behave in a trustworthy manner.
- **Competence** - Social workers practice within their areas of competence and develop and enhance their professional expertise.

Professional ethics are the foundation of the profession and flow from the core values of the profession. The profession of social work, through articulation of its values, ethical principles, and standards, guides social workers in the field and provides a standard of conduct that all social workers must uphold. The NASW Code of Ethics provides the following core standards:

### **Ethical Standards:**

1. Social Workers' ethical responsibilities to clients;
2. Social Workers' ethical responsibilities to colleagues;
3. Social Workers' ethical responsibilities in practice settings;
4. Social Workers' ethical responsibilities as professionals;
5. Social Workers' ethical responsibilities to the social work profession;
6. Social Workers' ethical responsibilities to the broader society.

## CSUSM MSW Program Field Education Manual Overview

The CSUSM Field Manual is a guide for CSUSM MSW students, which contains important information on the processes, policies, procedures, documents, and resources needed to facilitate students' knowledge and understanding of fieldwork education. Field education encompasses nearly half of a student's required course credits and is an integral component of the MSW program. Field education affords students opportunities to apply didactic learning principles and theories in an experiential setting with a range of populations, organizations, communities, and policy makers, under the direct supervision of an experienced social worker. Participation in fieldwork develops critical competencies in students, as standardized by the Council on Social Work Education (CSWE, 2015).

### Field Education as Defined by the Council on Social Work Education

The Council on Social Work Education (CSWE) is the governing body and sole accrediting agency for social work education in the United States. The CSWE sets the standards for all MSW programs in the United States, which "ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being, and social and economic justice." In order to achieve this mission, MSW programs are structured to provide students with both academic training and experiential, *fieldwork* training. Fieldwork is the cornerstone of the MSW program, and is defined by the CSWE in the following way:

***"The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (CSWE, 2015)."***

### Professional Social Work Competency Standards

The CSUSM MSW Program is designed to prepare students for competent social work practice as defined by the Council on Social Work Education. Competencies are defined as measurable practice behaviors comprised of social work knowledge, values, and skills. The goal of competency-based education is to ensure that students can successfully integrate and apply the following competencies in direct practice settings with individuals, families, groups, organizations, and communities. **The core competencies, and corresponding practice behaviors, as outlined by CSWE, provide the theoretical framework for the program's professional curriculum and design.** The MSW curriculum at CSUSM provides integrated opportunities for students to master these competencies, as coursework and fieldwork intertwine and inform each other. In class, students learn about theories and constructs that reflect the EPAS standards, while in field, students have opportunities to practice competencies and corresponding practice behaviors learned in the classroom. EPAS competencies and corresponding practice behaviors are presented below.

## **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

## **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure



that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experience.

### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their

practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

## **Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

### **Field Education Structure at CSUSM**

Field Education within the CSUSM MSW Program aligns itself to the larger mission of the CSWE, and to the mission of the MSW program at CSUSM. The Program works in partnership with CSWE to facilitate students' integration of theory and practice, support students' development of required competencies, and enhance the students' ability to practice skills related to each competency.

The field practicum sequence structure is guided by explicitly defined academic standards, which include both generalist and advanced social work practice competencies through the integration of classroom and field experiences. The terms "field education", "field internship" and "practicum" are used interchangeably throughout this manual.

The integration of class and field occurs through a variety of pathways, all of which are inter-related and reinforce the educational tenet that knowledge is best acquired through both didactic and practical teaching methods. Field instruction provides experiential learning opportunities that allow students to engage in relevant micro, mezzo and macro practices, with or on behalf of clients; and to actively apply the social work skills, knowledge, and values introduced in the classroom. Students participate in classroom field seminars where class assignments relate to their field practicum, and are reinforced and modeled by supervisors in the field. Assignments include education on social welfare policies and programs, social work research methods, human behavior across the life span with an emphasis on cultural diversity, and a broad range of social work practice theories related to generalist and advanced work with individuals, families, groups, communities, and institutions.

## Fieldwork Expectations and Standards at CSUSM

Field education at CSUSM is founded on a set of expectations and standards that serve as a guide for both agency personnel and University faculty involved in Field Education. These expectations and standards include the following:

1. **Standard I.** Field education is an integral part of the translation of social work knowledge acquired in the classroom into practice skills and competencies required to perform direct social work practice with a range of populations in the community.
2. **Standard II.** Community agencies, along with the CSUSM Social Work Program, share a commitment to carry out the mission of the Program by providing the highest standard of social work education. Agencies provide experiential opportunities for students through field-based internships where professional social workers share their expertise with students. These social workers, called **Agency Field Supervisors**, demonstrate professional practice vis-à-vis social work theories and principles of empowerment, diversity, social justice, and societal change.
3. **Standard III.** The Agency Field Supervisor upholds all social work values and ethics as defined by the NASW, provides the student with instruction about values and ethics, and demonstrates how these values and ethics form the foundation from which all social work is practiced.
4. **Standard IV.** Field education exposes students to the inextricable link between social welfare, social work practice, and the broader social contexts of socioeconomics, population demographics, and political systems.
5. **Standard V.** Field education must facilitate awareness among students about macro issues and trends in social welfare services, policy, advocacy, and justice; and how these impact and inform direct social work practice. Agency Field Supervisors must help students to learn how to critically evaluate social service delivery systems and provide opportunities for students to be part of developing and evaluating agency programs and policies that affect clientele.
6. **Standard VI.** The MSW Program is committed to ensuring that education is the primary purpose of the fieldwork practicum. The main focus of field practicum is to acquire the skills needed to become a competent social work practitioner; the students' engagement with the agency, its clientele, and the larger community is secondary.
7. **Standard VII.** All students are expected to participate in developing a field learning agreement, completing the contracted activities and goals in the agency, and, in conjunction with the Agency Field Supervisor and the Field Faculty, evaluating their learning experiences.
8. **Standard VIII.** Field agencies are expected to develop a student learning experience that reflects an understanding and application of the CSWE 2015 EPAS.
9. **Standard IX.** Faculty, participating agencies, Agency Field Supervisors, and students are expected to be guided in their professional conduct by the NASW Code of Ethics.

## The Six Components of Field Education at CSUSM

1. **Field Agency:** Field agencies form the foundation of field education at CSUSM. Agencies that provide field instruction have been carefully selected by the Department of Social Work based on the extent to which they are able to support the student's mastery of the nine core competencies set forth by the CSWE. The Department has an established review process to screen potential field placement sites, and only those agencies that meet the Department's criteria are utilized. Field agencies must demonstrate that they can provide students with a broad range of opportunities to gain skill in the practice of social work through experiential learning that involves work with a diverse population that includes unique client attributes such as age, culture, class, ethnicity, gender, disability, religious/spiritual, and sexual orientation. In addition, field education agencies must provide opportunities for students to practice the following skill-building behaviors:
  - a. Direct practice interventions with disenfranchised and un- or underserved individuals, families, and small groups;
  - b. Direct practice utilizing a range of theoretical models and research-informed interventions;
  - c. Assessment, diagnosis, planning and treatment; and
  - d. Macro practice interventions focusing on community, organizational, and/or institutional change.

### **Additional Expectations of the Agency:**

- i. Provide students with learning opportunities/experiences in all competencies in the Foundation and/or Advanced placement year;
- ii. Provide students with opportunities for direct, supervised learning with clients, social service agencies and other community resources and organizations;
- iii. Provide students with opportunities for learning directed toward understanding professional values and ethics and their applications in social work practice;
- iv. Provide orientation to, and training in working with, agency policies and procedures;
- v. Provide workplace safety training, including policies and procedures related to keeping oneself safe while conducting home and/or community visits, and office safety protocols;
- vi. Provide information related to agency implementation of the Health Insurance Portability and Accountability Act (HIPAA) of 1996;
- vii. Provide appropriate role definition and role modeling in professional social work behavior;



- viii. Provide opportunities to learn and to integrate empirically derived knowledge about assessment, intervention, and the use of personal and environmental resources;
- ix. Provide opportunities for students to evaluate their own practice;
- x. The agency must demonstrate acceptance of its responsibility to contribute to social work education;
- xi. Agency policies and procedures must be compatible with the values and ethics of the social work profession, including affirmation of, and support for, diversity;
- xii. The agency should have sufficient staff to maintain its programs without reliance on students. The activities involved in the student's assignment are to be arranged on the basis of the student's learning needs and not to supplement the personnel of the agency;
- xiii. The agency should be prepared to engage in planning with the Department of Social Work regarding student learning activities that prepare students to meet all CSWE competencies in both Foundation and Advanced years of placement;
- xiv. The agency must be willing to participate jointly in the selection and preparation of Agency Field Supervisors and to allow the Agency Field Supervisor ample time to carry out teaching responsibilities, including time to attend meetings and workshops conducted by the MSW Program. Training in field instruction is required for Agency Field Supervisors and is on-going throughout the year;
- xv. The agency must allow Agency Field Supervisors to spend, at minimum, one hour per week in regularly scheduled supervisory conferences with their students who are in placement 16 or 20 hours per week;
- xvi. The agency will participate in the selection of students; and must be willing to accept students without discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran, or Vietnam era, or Gulf War veteran; and
- xvii. The agency must demonstrate and practice policies in regard to staff and clients that prohibit discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran, or Vietnam era or Gulf War veteran.

2. **Agency Field Supervisors and Agency Task Preceptors:** The Agency Field Supervisor is the primary supervisor in the field that supports the educational experience of the student assigned to the agency. The Agency Task Preceptor is an individual assigned by the Field Supervisor to provide additional support and assignments to the student intern.

**Agency Field Supervisor Requirements:**

- a. MSW from an accredited school of Social Work; or related; two years of experience post master's degree; employed by the agency for at least 9 months prior to becoming an Agency Field Supervisor. A State of California LCSW is preferred.
- b. Completion of 30-hours CSUSM field supervisor training.
- c. Ability to provide a minimum of 1.0 hour(s) of formalized, individual, face-to-face,



regularly scheduled supervision each week. Assessment materials shall be prepared by the student and reviewed by the Agency Field Supervisor (i.e., process recordings, audio/videotapes, case presentation, projects, educational learning plan, etc.) on an on-going basis.

- d. Commitment of availability for the entire academic year field instruction period (end of August through mid-May) and the hours the students are in placement.
- e. Being familiar with and following the policies and procedures set forth in the Field Education Manual. Familiarity with the CSUSM Department of Social Work mission, goals, program, and curriculum objectives.
- f. Attendance at the Annual Agency Field Supervisor Orientation Meeting (held in mid-August each year) regarding Department and curriculum and/or other updates.
- g. Potential for teaching as demonstrated in: an ability to conceptualize theory and practice; implementing program curriculum with the student; ability to provide the necessary time to the student in planning, preparation, and review for student's supervision; and an ability and willingness to evaluate the student's performance on an on-going, consistent basis and in the required formal written evaluations.
- h. Agency Field Supervisors will become familiar with and consistently use the respective field education curriculum in developing clear expectations of student performance. Includes required course objectives and competencies, learning plans, process recordings, evaluations, agency site visits, etc. as outlined in the field course syllabi.
- i. Identifies individualized learning opportunities, clients, projects, and tasks within and outside the agency setting in line with the needs and the department's curriculum and goals of the student. Knowledge of the community and its resources.
- j. Provision of a comprehensive orientation to the agency and its services; provide on-going orientation and in-service training regarding pertinent issues, including review of risk management policies and procedures, e.g. office and community safety, harassment, transporting of clients, medical precautions, etc.
- k. Upholds *NASW Code of Ethics*, identifies with the social work profession, demonstrates a strong commitment to social work values, and adheres to the laws that regulate social work practice.
- l. Ongoing collaboration with the Field Faculty/liaison to enhance the student's educational experiences in the internship.
- m. Notifies and consults with the student's assigned Field Faculty instructor and/or Director of Field Education of any changes and/or difficulties encountered in the placement experience.

### **Agency Task Preceptor Requirements:**

- a. Bachelor's degree in social work or related field.
- b. Two years' post bachelor's experience working in a social service setting and a minimum of six months working in the current setting where the individual will be providing task preceptor responsibilities.
- c. Completion of 30-hours CSUSM field supervisor training.
- d. The task preceptor cannot assume the primary field supervisor role unless they meet the minimum requirements for field supervisor.

## Agency Field Supervisors are responsible for the following:

- a. **LEARNING AGREEMENT:** In collaboration with the student, the Agency Field Supervisor develops a learning agreement that addresses several educational goals and objectives to be accomplished during the placement, according to EPAS standards. The Learning Agreement must contain specific, quantifiable, and relevant practice experiences that support student mastery of the nine EPAS competencies. The student learning agreement serves as a guide for both the student and Agency Field Supervisor to determine the extent to which the student has mastered core social work competencies as set forth by the CSWE.
  - b. **SUPERVISION:** Providing weekly individual and group supervisory conferences with students. **Requirements include a minimum of one hour of weekly individual supervision** and if possible, two hours of group supervision, for a total of three hours of supervision weekly.
  - c. **EVALUATE STUDENT PERFORMANCE:** Agency Field Supervisors must also submit semester-end and year-end evaluations of student progress to the Department, with a recommendation for a grade of Credit/No Credit to the Director of Field Education, based on the student's performance vis-a-vis the Learning Agreement and Comprehensive Skills Evaluation.
  - d. **MUST BE ON SITE AT LEAST 50% OF THE TIME:** Agency Field Supervisors must work on site, at the agency where the student is interning, at least 50% of the time that the intern is at the internship. **Additionally, if the agency Field Supervisor is not on site with the student intern, the Field Supervisor must designate a Task Preceptor to oversee the student intern while the main field supervisor is offsite.**
  - e. **INVOLVEMENT WITH THE CSUSM DEPARTMENT OF SOCIAL WORK:** New Agency Field Supervisors are required to participate in a mandatory 20-hour Field Education Workshop, and complete online modules, provided by the MSW program to help ensure a thorough understanding of the CSWE Competencies and corresponding practice behaviors, as well as all CSUSM field education processes, requirements, and deadlines. Continuing Agency Field Supervisors must attend mandatory yearly training to be recertified as a Agency Field Supervisor in the subsequent year. Agency Field Supervisors must be available each semester for a site visit from a CSUSM Field Faculty liaison who monitors the student field internship experience. Agency Field Supervisors are also expected to share relevant information and expertise that will enhance the MSW program at CSUSM.
  - f. **CODE OF ETHICS:** The Agency Field Supervisor must practice according to the standards and values outlined in the *NASW Code of Ethics*.
3. **Field Education Director:** The Director of Field Education handles the following responsibilities:
- a. **FIELD PLACEMENT PROCESS:** Planning and coordinating the field placement process, to include on-going development of agency field sites.
  - b. **FIELD POLICIES:** Developing and implementing field policies.
  - c. **AGENCY DIRECTORY:** Maintaining a current agency directory to assist students in the field placement process.
  - d. **STUDENT INTERVIEWS & PLACEMENTS:** Interviewing and placement of MSW students into field placements.
  - e. **MONITOR AGENCY'S ADEHERENCE TO MSW PROGRAM EXPECTATIONS:** Interview and monitor agencies and potential Agency Field Supervisors to assure that field agencies provide appropriate experiential and educational experiences for

students, consistent with the ten EPAS competencies.

- f. **MEDIATION:** Resolve any problems that may arise during placement.
  - g. **FIELD SEMINAR:** Teaches the field seminar that augments students' field education.
  - h. **DEVELOP AND CONDUCT AGENCY FIELD SUPERVISOR TRAININGS:** Provide comprehensive Agency Field Supervisor trainings (20 hours) to all new Agency Field Supervisors, and a yearly mandatory training for all continuing Agency Field Supervisors.
  - i. **MAINTAIN REGULAR CONTACT WITH FIELD FACULTY, AGENCY FIELD SUPERVISORS AND FIELD AGENCIES:** The Field Education Director provides Field Faculty liaisons and Agency Field Supervisors with necessary curriculum materials and other available resources to facilitate student learning. This includes a website for Agency Field Supervisors that includes all field documents, training materials, and news updates. The Director of Field Education holds regular conferences with University Field Faculty liaisons to keep abreast of student and agency issues, and to ensure that they have all the resources needed to deliver effective classroom instruction.
4. **Field Faculty Liaison:** The Field Faculty liaison is the faculty member who teaches the field education seminar, conducts site visits to community agency partners where students are participating in a field internship, and acts as a liaison between the University and the agency. The Field Faculty Liaison assists the Field Director in student internship placements, attends all student and Agency Field Supervisor trainings, and supports the Department by developing new field placement opportunities for students.
  5. **Field Seminar:** Each semester students are in field placement they enroll in Field Instruction Seminar, for a total of 12 units over their four semesters in field. Field seminar meets for two hours each week for foundation year students, and every other week for concentration year students, with the goal of enhancing students' learning in field education internships, and as a forum for students to share experiences gained in field placement with their peers. First year and second year field seminars have different emphases, with second year seminar building upon skills learned in first year seminar. Generalist practice and advanced practice placements must be completed in different agencies, to broaden the experience and skill set of the student. The policy on grading student performance in field seminar is discussed in this manual under "Policy on Academic Credit for Field Education".
    - a. **Generalist Practice Field Seminar Sequence: MSW 540 & 541.**

The core competencies and practice behaviors in the first year of field align with the competencies in the MSW generalist curriculum. The Generalist Practice Field Seminar sequence begins with a series of three *pre-field* workshops, titled "**Preparation for Practice**". These workshops are the orientation to field education, which allows the Director of Field Education and Field Faculty Liaisons to assess student's readiness for field and help prepare them to engage in field practicum. In order to prepare students for the field practicum, the preparation workshops focus on beginning social work skills such as

communication, professional boundaries, use of supervision, and overview of the CSWE core competencies and corresponding practice behaviors that must be mastered. The *NASW Code of Ethics* is also introduced to students in the pre-field workshops, and it is expected that students will become familiar with the Code before entering into the field practicum. The last workshop focuses on *Safety in the Field* where students participate in a mandatory safety-training workshop conducted by the Department and receive training in Crisis Prevention Interventions by a trained CPI professional. After the pre-field workshops, students enter their field placement on the third week of the fall semester. In collaboration with the student's Agency Field Supervisor, each student develops a field learning agreement. Once students are in the practicum setting, the field seminar shifts focus and supports student mastery of competencies through didactic and interactive methods in the classroom that build a generalist foundation for practice. This includes focus on working with diverse individuals, families, groups, organizations, and communities. The seminar also focuses on client engagement, case planning, beginning assessment, and intervention skills and techniques.

**b. Advanced Practice Field Seminar Sequence: MSW 642 & 643.**

The core competencies and practice behaviors in the advanced practice field seminar build upon the generalist practice experiences learned in year 01. The advanced practice field seminar sequence begins with the development of a field learning agreement and analysis of the agency. The focus then shifts to applying advanced generalist clinical social work practice skills with diverse populations. Practice in mastering skills specific to specialized populations is emphasized in the advanced field seminar, where students participate in classroom exercises that complement what is being learned in field practicum.

6. **Field Internship:** The objective of the field internship is to provide students with practice experiences that complement the concepts, theories, principles, and knowledge base presented across the entire MSW classroom-based curriculum. The Department expects field internship to provide students with opportunities to test and reinforce the knowledge base of ALL classroom courses. The following description details important policies and information related to hours/duration of internship, and specific tasks to be accomplished that correlate to learning outcomes and competencies:

- a. **FIELD INTERNSHIP HOURS:** Students participate in internship during four semesters in the MSW program. **Students are required to complete a minimum of 472 hours of field practicum their first year in field and a minimum of 624 hours their second year, for a minimum of 1100 hours of field practicum in the MSW Program.** In their first year in the field, students must complete 16 hours of field internship each week of the 15-week semester; and must commit to eight consecutive hours for each of the two days in field. In their second year in the field, students must complete 20 hours of field internship each week of the 15-week semester; and must commit to 8 consecutive hours two days in practicum, and an additional four hours on the third day in practicum. **Generally, field internship hours are weekdays between 8:00 am and 5:00 pm. Students must determine with their Agency Field Supervisor which combination of days will work best for the agency and Agency Field Supervisor.**

**IMPORTANT NOTE: THE PROGRAM DOES NOT GUARANTEE WEEKEND OR EVENING PLACEMENTS.**

- b. In the winter intersession (between the end of the fall semester and the beginning of the spring semester), students are expected to return to their field placement in early January. The student's professional responsibilities for client services are foremost, and for minimal disruption to clients' continuity of care, students return to field prior to returning to the classroom.
- c. It is the student's responsibility to arrange their schedule so that they are available for field internships on the required field internship days/hours set forth by the Department and agency. **The Department does not waive nor change internship days/hours to accommodate a student's schedule. This includes a student's work schedule.** All field agencies require pre-screening background checks prior to commencement in the field practicum. These screenings may include (but are not limited to) finger-printing/live-scan, TB or other health related screenings, and drug screenings. **It is the student's responsibility to pay all costs related to agency clearance requirements.**
- d. **ADDITIONAL POLICIES RELATED TO FIELD INTERNSHIP HOURS, BREAKS, AND ATTENDANCE AT REQUIRED AGENCY TRAININGS:** The following are specific policies related to holidays, banking of internship hours, winter/spring breaks, attendance and absences, and other related topics:
  - i. **Fieldwork hours** – Field hours must be gained at no more than 16 hours per week during the foundation year field practicum, and no more than 20 hours per week in the concentration year field practicum, **over each of the 15 weeks in a semester** (fall and spring). Students are not permitted to “bank hours” (complete fieldwork hours prior to the end of the semester or begin field internship before the fall field starts date), **unless required by the agency.**
  - ii. **Banking Hours** – Banking of field hours is not permitted. This means that a student may not be in the field over the required hours each week (Foundation Year = 16 hours; Concentration Year = 20 hours). Only in exceptional circumstances may students bank hours, and it can be **NO MORE THAN** one-weeks' worth of hours per semester. These banked hours can only be accrued after approval has been granted from both the Agency Field Supervisor at the agency and the field seminar instructor. **Students who do not get express permission to bank hours will not be permitted to count those banked hours toward total required field hours needed for the semester.**
  - iii. **Agency Trainings** - It is the policy of the Field Education Department that students are required to attend all agency mandated trainings, orientations, or any other required agency-sponsored function necessary for a student's participation in the field internship. **PLEASE NOTE THIS INCLUDES ANY REQUIRED AGENCY FUNCTION(S) THAT OCCURS OUTSIDE OF NORMAL FIELD HOURS OR PRIOR TO THE FORMAL FIELD START DATE, WHICH MAY INCLUDE EVENINGS, WEEKENDS, AND/OR SUMMER.** Students are permitted to apply any hours accrued for these purposes toward required field hours; in this event, students must develop a written plan with their Agency

**Field Supervisor on an appropriate time during the semester when they can apply these “banked’ hours once field internship commences.**

- iv. **Lunch Breaks** - Students are required to take a lunch break while at the field internship, either 30 minutes or 1 hour in length. This time is not included in the 16 or 20 hours per week calculation of hours. Therefore, the student is actually in field internship either 8.5 or 9 hours each day, depending on whether they take a half hour or one hour lunch break. Determination of whether the lunch break is 30 minutes or 1 hour in length is made by the Agency Field Supervisor and may vary by agency. The student must adhere to the agency’s policies regarding the duration of lunch break.
- v. **Spring Break** – The University creates the academic year calendar, which includes a spring break. Per University policy, students are not to be in classes, field internship or doing any university business, during spring break. This is a time for students to take a break from the academic rigor of classes and/or field internship and focus on self-care and wellness. Therefore, an agency cannot require a student to be in the field during the University sanctioned spring break.
- vi. **Holidays** - Students are not required to be in fieldwork on university holidays; however, arrangements must be made with the Agency Field Supervisor regarding potential client issues. University holidays are indicated on the Field Education Calendar, and typically include Labor Day, Veterans’ Day, Thanksgiving Day and the day after, Winter Break (first two weeks), Martin Luther King Day, Caesar Chavez Day, and Spring Break.
- vii. **Religious Observance** - It is the policy of CSUSM to respect students’ observance of their major religious holidays. **No student will be penalized for missing field due to religious reasons; however, if a student chooses to observe a religious holiday, they are required to make up the hours missed at another time within the same semester.** If a suitable arrangement cannot be worked out between the Agency Field Supervisor and the student, the instructor should consult with the Director of Field Education. Ultimately, the student is responsible for completing the required number of hours.
- viii. **Field Absences** - Absences due to illness do not need to be made up if the student is absent not more than 1 full day (8 Hours) per semester. **If a student is absent from field more than 1 full day or 2 half days (more than 8 hours total) from field in a single semester, s/he must make up each additional day (hours) missed.** See section in the manual for policies related to attendance in field, for issues related to excessive absences in field.
- ix. **Field Absences longer than 2 weeks** - Should it become necessary for a student to be absent from field for a period that exceeds two consecutive weeks (or four days), an assessment will be conducted by



the Director of Field Education to determine the impact of these absences on the educational requirements/contract of consistent participation in field and the student's ability to return to field. It is the sole discretion of the Director of Field Education whether or not the student can return to field after a prolonged absence exceeding two weeks, OR if the student must make up the field practicum in a subsequent semester. If the student is required to make up the field practicum, the student will receive a grade of "No Credit" and graduation may be delayed.

- x. **Jury Duty** - Students called for jury duty may ask to postpone their jury service (for up to six months) to another date that falls outside the academic year, by petitioning the Superior Court of California, County of San Diego.
  
- e. **FIELD INTERNSHIP CASE ASSIGNMENTS:** Agencies are required to provide students with a breadth of case assignments that reflect diversity vis-à-vis culture, gender, age, sexual orientation, and SES. Foundation year students (1<sup>st</sup> year) in the generalist practice track must have both micro and macro practice experiences with individuals, families, groups, organizations and communities. Concentration/Advanced year students (2<sup>nd</sup> year) must have clinical practice opportunities that focus on more in-depth and clinically difficult cases. It is the expectation that Agency Field Supervisors provide learning opportunities that are rich, multicultural, and challenging. Please refer to the Appendix for more detailed information about field assignments.
  
- f. **FIELD INTERNSHIP SUPERVISION: One hour of individual supervision each week is the *minimum requirement* of the program, to be provided by a professional at the agency who possesses an MSW degree and has at least two years post-graduate social work or related experience.** A task supervisor, or preceptor for the Agency Field Supervisor, can also supervise if they possess an MSW and expertise in the specific area of practice, and are approved as secondary supervisors by the Agency Field Supervisor. Task supervisors supplement the education of MSW students by providing additional time, support, and training. Group supervision may also be provided by the agency, and may be in the form of multi-disciplinary team meetings, or in conjunction with other graduate students and/or staff of the agency.

## Field Placement Processes and Monitoring Students in Field

1. **Criteria for Admission into Field Internship – FOUNDATION YEAR STUDENTS**  
Students must successfully pass through the following three steps before they are eligible to begin the Field Internship in the Foundation Year:
  - a. **Successfully Pass Agency Interview:** Students must successfully pass the agency interview and be accepted as an intern with the agency. If a student is not successful in the interview, the Director of Field Education will work to find another agency that may be a suitable alternative for the student. Students who do not pass the agency interview, whether in foundation year or concentration year, may not be eligible for the field seminar/internship sequence. Students are advised that this could delay their start in the field education program, which

may cause a delay in graduation, or possible termination from the MSW Program. Additionally, depending on the student's professional behavior, adherence to the NASW Code of ethical conduct, and/or reasons for not passing the interview, the student may become ineligible for field after one interview only. Students who do not pass a second field internship interview may be subject to termination from the MSW Program.

- b. **Successfully Pass Background Check and other Mandatory Agency Screenings:** As a condition of acceptance into the field education program, all students are required to disclose any criminal history involving arrests and/or convictions. This information is essential to have before the student's entry into the field program in order to provide effective field placement planning assistance. **Students with a history of arrests or convictions are made aware in advance of acceptance into the MSW Program that prior arrests or convictions may prohibit placement in certain agencies, make students ineligible for stipend programs, and can result in termination from the MSW Program, if they cannot be placed in a field agency due to inability to pass a background check.** Agencies routinely conduct background and/or criminal history checks, and students must adhere to these clearance checks as required by the agency.
  - i. **NOTE: Fingerprints, background checks, drug screens, TB tests, and other related tests are conducted completely at the discretion of the field agency and students must comply with any and all agency mandated clearances/screenings/tests.**
  - ii. **NOTE: Financial responsibility for background checks and other pre-field screening tests lie with the student.**
- c. **Successfully complete the three part series of Pre-Field Workshops, Including *Safety Practices in the Field and Crisis Prevention Interventions Training*:** Prior to beginning their field internship practicum, foundation year students participate in a series of pre-field workshops during the first three weeks of the fall semester, as part of their field seminar class, MSW 540. Students must participate in every workshop in order to begin their fall internship. This includes participation in the *Safety Practices in Field Workshop* which highlights specific safety protocols to follow while in the field internship, with particular attention to how to keep oneself safe when conducting home and community visits. The workshop also provides students with hands-on training utilizing a nationally recognized Crisis Prevention Intervention Program tailored for Social Workers.

## 2. **Timeline of Field Placement – Field Interviews**

- a. **Foundation Year Students:** Foundation year students are matched to a field practicum site by the Director of Field Education. Once the student has received a placement referral from the Director of Field Education, the student will contact the agency directly to schedule the required in-person interview. Students must make arrangements with the agency to interview within one week of making agency contact. **If a student fails to contact the agency as directed by the Field Office and/or fails to attend a scheduled agency interview, the MSW program can delay a student's admission into the field program, which can cause a delay in graduation or termination from the MSW program.**



In the Foundation Year, although the student's placement at the referred site has already been determined by the Director of Field Education (unlike advanced year students), foundation year students should be prepared to interview as they would for a job. At the interview, it is the student's responsibility to bring a resume, be prepared to discuss a schedule for beginning the internship, and be prepared to undergo background checks and other pre-internship screenings as required by the agency. If a student fails to pass the agency interview, the Director of Field Education will find an alternate agency that will interview the student for placement. It is the policy of the Field Education Program that if a student is unsuccessful at passing two agency interviews, the program can delay a student's admission into the field program, which can cause a delay in graduation or termination from the MSW program.

- i. **IMPORTANT FOUNDATION YEAR FIELD PLACEMENT POLICIES:** 1) Students are assigned field placements in the foundation year by the Field Education Office. 2) Students MAY NOT decline an internship assigned to them. 3) Students will not be granted a change in internship at any point in the foundation year. 4) Students are not permitted to procure their own internship.
- b. **Advanced Year Students:** In the advanced year, students have more autonomy in choosing their own field internship, in consultation with the Director of Field Education and Field Faculty. Placement preferences must support competency development at the advanced generalist level and must be deemed appropriate for an advanced year MSW student.
  - i. **POLICY ON CONTACTING AGENCIES:** Students must receive approval from the Director of Field Education PRIOR to contacting any agency or any professional in the community, that is connected to a potential field placement for purposes of procuring a field internship. Students who do not follow this policy and procedure will be cited for unprofessional conduct and put on probation.
  - ii. **POLICY ON CHOOSING CONCENTRATION YEAR PLACEMENT:** Advanced year students must submit their top 3 choices for advanced year placements into the IPT database by the deadline set by the Field Education Office. Students will collaborate with their Field Faculty liaison, who will send the students' resume to the 1<sup>st</sup> choice agency. The student must interview and accept an offer of internship by their top choice agency if it is given. Should their first choice agency decline to offer an internship, the student will submit a resume to their second choice. If after an interview, the student is offered an internship, they must accept the offer. If no offer is given, the process is repeated a third time with the student's 3<sup>rd</sup> ranked agency preference. Important note: Once a student has submitted their three agency preferences in IPT, they will not be granted a change in agency preferences.

- iii. **Policy on Interviewing for 2<sup>nd</sup> year placement: A student who is on academic and/or professional probation or who has been placed on a field education remediation contract in their current field internship may not be allowed to interview for a 2<sup>nd</sup> year placement until they are formally off probation and/or only after they have successfully completed the terms of their field education remediation contract.**

### **3. Monitoring the Field Placement**

CSUSM Field Faculty conduct an in-person agency site visit each fall semester to ensure the agency is providing students with learning opportunities that support mastery of EPAS competencies. CSUSM Field Faculty, the student, and the Agency Field Supervisor are present at the site visit. The Student Learning Agreement is reviewed at this meeting and both student and Agency Field Supervisor are given the opportunity to discuss what is going well in the placement as well as any potential issues and/or any concerns that need to be addressed. At the end of the fall semester, the Agency Field Supervisor completes the student skills evaluation, and CSUSM Field Faculty review the evaluation to determine the student's progress in field. If there are no concerns in field and students are doing well in the placement, CSUSM Field Faculty can either conduct an on-site visit in the spring semester or conduct a virtual site visit via teleconference.

Throughout the year, CSUSM Field Faculty monitor the field placement through review of student's weekly field logs. If issues arise at any point, whether on the part of the student or the agency, CSUSM Field Faculty will conduct additional agency site visits as needed.

### **Safety Practices in the Field**

It is the expectation of CSUSM that all MSW students become familiar with, and abide by, the specific policies and procedures of the agency in which they are placed for internship. Agencies must provide students with an orientation to the agency, through which agency specific safety policies are addressed. It is also expected that the student abide by the professional code of conduct for social workers, the *NASW Code of Ethics*. Agencies must develop a fact sheet for MSW interns that give specific details on Agency safety policies including screening requirements such as fingerprints, background checks, and health tests; as well as issues related to risk management, which include peripheral issues such as mileage reimbursement policy. Additionally, Agency Field Supervisors must apprise students of all agency policies regarding laws on confidentiality and mandated reporting.

#### **1. Expectations of Students and Agency Specific Policies Related to Safety**

- a. **MSW Intern Orientation to the Agency:** The MSW Program at CSUSM promotes the safety of each student engaged in the internship experience in the following ways: 1) Students must participate in a pre-field Workshop entitled "*Safety in the Field*", and undergo training on Crisis Interventions Techniques, as part of the pre-field workshops series, prior to entering the foundation year field practicum. 2) Agencies are also required to educate interns on all agency safety policies through an initial agency orientation. Agencies must provide a thorough orientation before internship commences, to ensure the student is familiar with all agency safety policies and procedures. This orientation experience will be documented by the agency, by completing the Agency Orientation and Safety Checklist (see the Agency Orientation and Safety Checklist e-document,

embedded between the Learning Agreement and the Comprehensive Skills Evaluation on IPT), signed by both the Agency Field Supervisor and student, and placed in the student's file. In addition, the employee handbook of the agency should be provided to and discussed with the student. **The orientation on safety procedures by the agency should include the following:**

- i. Protocol for home and community visits (including preparation for a visit, knowing the neighborhood, safety during the visit, and emergency procedures);
  - ii. Building safety, after-hours policy;
  - iii. Protocol for earthquake, fire and other natural disasters;
  - iv. Protocol for working with agitated and/or unstable clients;
  - v. Protocol for dealing with hazardous waste, if applicable;
  - vi. Any other agency specific safety policy or procedure.
- b. **Incidents/Injuries at the Site:** All occurrences of injury must be reported immediately to the student's Agency Field Supervisor or to another program manager or supervisor at the site if the Agency Field Supervisor is unavailable. Students must also report any injuries incurred at the internship site to their Field Faculty Liaison. Students requiring basic medical care will need to seek treatment at the hospital, or from their own physician's office.
- c. **Professional Liability Insurance & Risk Management:** All students in the internship are covered under Student Professional Liability Insurance, Category III provided through the CSU system (CSU Chancellor's Office, 2008). There is no coverage on University holidays and campus closures. **It is important to note that Professional Liability Insurance is not the same as Workers' Compensation, and the University DOES NOT ensure students who are injured and/or become ill while at the internship site. It is the responsibility of the student to carry private health insurance and must use it in the event of injury or illness while in the field internship.**
- d. **Ethical Practice and Confidentiality:** Students shall maintain client confidentiality at all times during the field education experience to adhere to professional conduct of the *NASW Code of Ethics*. Agency Field Supervisors will educate students on issues of ethical practice and confidentiality. Students may share general information in field seminars for educational purposes but should never reveal the name or other identifying information of a client. Students are required to become familiar with, and adhere to, the specific policies of their agency regarding the sharing of information.
- e. **Reporting Mandates:** Students are expected to become familiar with the legal mandates and professional responsibilities for reporting suspected child abuse and neglect, elder abuse and neglect, and danger to self or others; and to make such reports as the law requires. In the event that a student must make a mandated report, they should first notify their Agency Field Supervisor and obtain immediate consultation. If the student's immediate supervisor is not present at the agency at the time of the incident, the student must inform another agency administrator. Failure to make a mandated report is deemed questionable professional conduct and may affect the student's final grade in the field practicum.

## Professional Conduct in Field and Procedures and Policies to Address Unprofessional Conduct and/or Performance Issues in Field

**Professional Conduct in Field:** Because of the nature of professional social work practice, social work programs have different expectations of students than do non-professional degree programs. Social workers traditionally serve vulnerable and/or disadvantaged populations.

Social work programs have a responsibility to protect consumers, and to ensure that social work students are competent to begin practice and meet professional ethical standards. CSUSM's MSW program policies are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address professional behavior concerns. Students are held accountable both as representatives of the social work program at CSUSM, and of the social work profession. It is thus the student's responsibility to adhere to professional conduct at all times while in the field, and to demonstrate the ability to meet the requirements of the intern position. If a student is unclear about what constitutes appropriate professional conduct, s/he should consult with the Director of Field Education and review the *NASW Code of Ethics*.

**IMPORTANT NOTE: Failure to comply with any NASW standard of ethical behavior or engaging in any unprofessional conduct may result in one or more of the following: delay in or removal from, field internship (until the student can demonstrate appropriate professional behavior and/or adherence to NASW standards); receipt of a failing grade in field; mandatory repeat of the field sequence; and/or termination from the MSW program.**

**Unprofessional conduct and/or inadequate performance in Field:** Should concerns arise regarding student performance and/or professional conduct in field, by either the Agency Field Supervisor, Field Faculty, or other MSW Department faculty, the student will be notified verbally, and receive a Statement of Concern (SoC), developed by the Director of Field Education and the MSW Program Chair. Detailed instructions on how the concerns are to be addressed will be explained by the SoC and in a meeting with the student; a copy of the SoC will be placed in the student's file.

### 1. Specific Policies and Protocol to Address Performance Issues in the Field

- a. **Level I - Student and Agency Field Supervisor Conference:** The Agency Field Supervisor raises specific issues of concern with the MSW student in a meeting, and corrective action steps for remediation are identified. This must occur as soon as the Agency Field Supervisor becomes aware of any unprofessional conduct, deficiencies in competencies, or other issues related to fieldwork on the part of the MSW student. The Agency Field Supervisor must complete an SoC with a written plan of action including tasks and timelines for remediation of competency deficiencies or unprofessional conduct issues. It is at the discretion of the Agency Field Supervisor, regarding the timeline of remediation as stated in the SoC, and when re-assessment of the student's progress will be completed. Issues not satisfactorily resolved at the time of the re-assessment will result in proceeding to Level II.

- b. **Level II – Agency Field Supervisor notifies CSUSM Field Faculty:** The Agency Field Supervisor must contact the Department as early as possible to make the Field Faculty aware of issues and concerns; and the previous failed attempt at remediation. At Level II, a team meeting will be held including the student, one or more Field Faculty, and the Agency Field Supervisor. At this meeting, identified problems will be reviewed, as well as prior efforts at remediation, and obstacles to resolution. Following the three-way conference, a formal written addendum to the student's original SoC is developed that identifies the specific tasks and activities that must be addressed by the student, with a specific time frame for remediation, and the consequences of not meeting these requirements. This formal written addendum is placed in the student's file. All parties will meet again at the end of the remediation timeframe (not more than 4 weeks after Level II meeting).
- c. **Level III - Termination of Field Placement:** If extending time in the field does not result in improved competence and/or professional conduct at the internship site, OR if the student's behavior is deemed unprofessional enough to warrant immediate termination, the student will be suspended from the field experience for the academic year. If a student is terminated from field prior to the end of the semester, s/he will not receive credit for the practicum and the seminar. Should this situation arise, the student will be given a grade of INCOMPLETE, or a grade of NO CREDIT. A grade of INCOMPLETE will require the student to remediate all concerns as noted by the agency, prior to the next semester. If they do not remediate behaviors, they will be unable to enroll in the next field sequence. A grade of NO CREDIT will require the student to enroll in both the field and field seminars during the subsequent academic year. **NOTE: It is the policy of CSUSM that students who are unable to be successful in the field practicum due to issues of performance and/or unprofessional conduct are subject to termination from the MSW program. The agency reserves the right, at any time, to terminate a student from placement if they feel the student's behavior has been unprofessional.**

**Level II and/or Level III field interventions described above will also likely trigger the MSW Program Professional Standards Resolution Process (see MSW student handbook for detailed description of this process).**

- d. **The following behaviors may warrant immediate termination from the field placement and/or the MSW Program, without going through the Levels described above:**

**Excessive absences from the field internship.**

**Excessive absence is defined by missing more than 2 days of field in a semester.** If a student does not attend their required weekly hours in field internship and does not contact the Agency Field Supervisor to provide an adequate and approved reason for failure to attend, the student is at immediate risk of losing their placement and at risk of being terminated from the MSW Program for unprofessional conduct. Because field internship is considered the signature pedagogy of an MSW education,

and a critical way in which a student develops social work skills and competencies, unexcused and excessive absences from field internship are considered a serious academic infraction. If a student cannot prove through written verification in the form of a timesheet, that they did attend field the required number of weekly hours, they are subject to immediate termination from the MSW program. The decision to terminate a student from the program due to unsatisfactory performance in field will be made by the Program Chair, in consultation with the Director of Field Education.

- i. **Engaging in serious unprofessional and/or egregious behaviors while at the field internship.** If a student's behavior while in the field placement is deemed to be in serious violation of any ethical social work code and the agency or school has serious concerns about a student's ability to understand and conduct themselves appropriately, the Department and/or the Agency reserves the right to immediately terminate the student from the placement without going through the Leveled Protocol described above. The Department further reserves the right to terminate a student from the MSW Program in such circumstances.
- i. **Unprofessional conduct prior to commencement in field:** if at any time prior to a student beginning their field internship there is evidence of unprofessional conduct and/or student failure to adhere to the *NASW Code of Ethics*, the Department will implement the disciplinary procedures outlined in the MSW Student Handbook, and the student may not be allowed to begin field internship until the behavior(s) of concern is remediated.
- ii. **Receiving 50% or more of *Level 1* ratings on the Comprehensive Skills Evaluation.**

## 2. **Interruption of Field Sequence**

**Possible situations that interrupt the timely progression of the field sequence other than student performance include** a documented medical condition, pregnancy, or hardship for the student or family member; or another unforeseen situation that disrupts the student's progress in the program. **Should an interruption in the field practicum occur, the Department can require the student to re-enroll in the field seminar and repeat the entire field practicum in the following academic year. This will most likely cause a delay in graduation.** The student may proceed with other courses but cannot proceed to the advanced year of the field sequence until successful completion of SW 540 & 541 has been achieved if the interruption in sequence occurs in year 1 (Year 2 for part-time students). Students who are unsuccessful in their concentration year placement due to interruption in field sequence (for reasons unrelated to competency or conduct issues) may be given an extension of up to one year to complete the advanced year seminar and field practicum. **NOTE: Students granted this exception will have only one additional year to complete the advanced seminar and field internship and will not be able to graduate until they complete the entire concentration year field practicum.**



## Field Policies and Procedures at CSUSM

The following are CSUSM Department of Social Work policies regarding: **1) Academic credit, 2) Grading for field education, 3) Attendance, 4) Use of employment, 5) Insurance; 6) Travel and transportation; 7) Change of placement and early termination of placement; 8) Termination from field placement; 9) Confidentiality; 10) Drug and alcohol policy in the field; 11) Weapons in the field; and 12) Sexual harassment.**

1. **Policy on Academic Credit for Field Education:** In order to receive academic credit, foundation year students must complete a minimum of **472** hours in field practicum, and concentration year students must complete a minimum **618** hours of field practicum in an agency placement. Foundation year students begin their field placement internships the second week in September, after the pre-field orientation. Concentration year students begin field internship the first week of the academic school year (end of August). All students remain in the internship until the end of the academic year, which is the second week in May. Students will have a short winter break in December and are expected to return to their field placement the first week in January.
2. **Policy on Grading for Field Seminar & Field Education:** Field Faculty is responsible for submitting grades for students in field seminars & field practicum. All field courses (MSW 540, 541, 642, and 643) are graded on a Credit/No Credit basis. **Students must receive a grade of *Credit* for each field course in order to progress to the next course in the field sequence. To receive a grade of *Credit*, the student must: 1) demonstrate professional conduct in the field; 2) not exceed 50% of Level 1 ratings on the comprehensive Skills Evaluation and/or be terminated from the field placement; 3) complete the minimum number of required field hours; 4) meet all requirements of the field seminar course.** The field seminar course syllabi contain specific information on course assignments, grading policy, and due dates for each assignment. The field seminar instructor reviews this information with students at the start of each field seminar sequence.

**a. Grading for Field Education is based on the following:**

- i. **FIELD LEARNING AGREEMENT:** All students must complete a field Learning Agreement with their Agency Field Supervisor. This agreement forms the basis for first- and second-year evaluations. **THESE ARE TO BE TURNED IN VIA THE IPT DATABASE.**
- ii. **PERFORMANCE EVALUATIONS:**
  1. Agency Field Supervisors must complete the **FIRST SEMESTER COMPREHENSIVE SKILLS EVALUATION** at the end of the first semester. This is part of the Learning Agreement. **THESE ARE TO BE TURNED IN VIA THE IPT DATABASE.**
  2. Agency Field Supervisors must complete **THE FINAL COMPREHENSIVE SKILLS EVALUATION** at the end of the year. This is part of the Learning Agreement. **THESE ARE TO BE TURNED IN VIA THE IPT DATABASE.**
  3. **STUDENTS CANNOT RECEIVE A GRADE IN FIELD SEMINAR**

**WITHOUT THESE EVALUATIONS** (See Agency Field Supervisors' Responsibilities).

4. The field seminar faculty considers scores on the Skills Evaluation when evaluating student seminar performance and a grade determination of Credit/No Credit is made.
- iii. **FIELD COMPETENCIES:** Field agencies are asked to provide tasks and skills in the field that address the competencies outlined in the CSWE Educational Policies and Accreditation Standards, as described in this Manual. Students are assessed on specific learning objectives that define key practice behaviors rooted within these core areas of social work competence. Student mastery of these competencies is evaluated by the Agency Field Supervisor, and forms the basis for their recommendation of either a grade of Credit or No Credit. The recommendation of Credit/No Credit from the Agency Field Supervisor is given to the CSUSM Field Faculty, who makes the final decision on whether to give student a grade of Credit or No Credit.
1. **Students who receive 50% or more of Level 1 ratings on the comprehensive skills evaluation (LEVEL 1 = The intern does not yet demonstrate basic skill in this area) will receive a grade of No Credit and must repeat the field course AND ALL required field hours for that semester.** Students will not be allowed to advance in the field until a grade of Credit is earned. **STUDENTS WHO RECEIVE A GRADE OF NO CREDIT WHEN REPEATING FIELD EDUCATION FOR A SECOND TIME WILL BE TERMINATED FROM THE MSW PROGRAM.** Incomplete grades in field are issued if a student is terminated from their field internship, and/or only in exceptional situations (e.g., medical conditions, emergency, etc.), and only when the student has completed a minimum of 95% of all course requirements (hours in field, attendance in seminars, passing field evaluation, and required assignments in both classroom and field). The student and the Director of Field Education must complete incomplete grade contracts. Extension of time in the field placement must be negotiated with the agency, with the approval of the Director of Field Education.
3. **Policy on Attendance in Field Practicum:** Students are expected to be at their field placement every week of the semester according to the Field Education Program calendar. It is the student's responsibility to contact the Agency Field Supervisor immediately (and in advance) if they must miss a day in field placement. The student will need to arrange with the Agency Field Supervisor to make up any missed time. **Foundation year students must complete a minimum of 216 field practicum hours in the fall semester and a minimum of 264 hours in the spring semester in order to receive credit each semester. Concentration year students must complete a minimum of 288 field practicum hours in the fall semester and a minimum of 330 hours in the spring semester in order to receive credit for each semester.**



- a. Students are granted one absence from field each semester for illness (up to 8 hours). The student is not required to make up one absence for sickness (up to 8 hours). If however, a student is absent from field for more than 1 full day or 2 half-days (more than 8 hours total), the student is required to make up the additional days of absence. **If the student is absent more than 2 days from field in a semester, s/he/they are subject to removal from the field agency, or subject to a grade of Incomplete or No Credit for the course AND/OR subject to termination from the MSW program.**
  - b. If a student receives an Incomplete or No Credit grade for the field practicum/seminar, the student must clear the Incomplete or No Credit grade and complete all field requirements BEFORE progressing to the next field sequence course. Failure to clear the Incomplete or No Credit as detailed above will result in one or more of the following corrective actions: 1) the student needing to withdraw from classes, repeat field practicum and the seminar in the following academic year; and/or 2) termination from the MSW Program. The decision about which correction action plan to be taken rests solely on the discretion of the MSW Department Chair, in consultation with the Director of Field.
4. **Policy on Use of Employment as Field Practicum: The Department of Social Work DOES NOT allow use of one's employment as a field placement.** A student cannot be both a learner and a paid employee simultaneously, as these are separate and distinct roles with different sets of expectations. In an employment setting a student is expected to perform specific functions that benefit the agency in a way that places learning as secondary, thus relegating the role of student intern as peripheral. Students are allowed to participate in a field practicum at the same agency where the student is employed, if the learning and supervision is distinctly different from the student's employment duties. *NO EXCEPTIONS.*
5. **Policy on Malpractice Insurance Requirement in Field Practicum:** All students entering internships in the CSUSM Department of Social Work are covered by the CSU group policy for professional liability while in the field during the academic year. This covers MALPRACTICE ONLY. The University DOES NOT CARRY HEALTH INSURANCE/WORKERS' COMPENSATION FOR STUDENTS. It is the student's responsibility to carry his or her own health insurance.
6. **Policy on Travel and Transportation in Field Practicum:** Students must provide their own transportation to and from the placement site. Any travel reimbursement is to be arranged between the student and the agency. The University does not reimburse students for field internship transportation related costs. Students who agree to use their own cars for business purposes at the agency must provide the agency with proof of appropriate insurance coverage. Students must be prepared to travel up to 1 hour or more EACH WAY for field internship. Students are responsible for all costs related to transportation to and from field internship. **Pursuant to university policy, under no circumstances shall a student transport a client in his or her personal car.**

**Policy on Change of Placement in Field Practicum:** Commitment to the client population and to the agency in which the student has decided to complete his/her internship is considered a basic aspect of professional behavior and correlates with the *NASW Code of Ethics* on professional social work behavior. Students are placed in agencies that reflect and promote the department's best judgment regarding the student's educational and professional development. Therefore, students are required to remain in the agency in which they were placed for the entire academic year. Changes in agency placement may be made **ONLY** with the permission of the Field Education Director, who will consult with the student and the student's Agency Field Supervisor. Placements may need to change if the Learning Agreement or placement contract between the student and the agency has been broken **BY THE AGENCY** as a result of the agency closing, the Agency Field Supervisor leaving, and substantial structural changes in the Learning Agreement instituted by the agency and which cannot be resolved by the student, CSUSM, and agency. **Please be aware that students will not be granted change in internship site for any of the following reasons: 1) distance of agency from student's home; 2) commute time to/from internship location; 3) student dislike of internship dates/times; 4) student dislike of the agency/population.** While every effort is made to accommodate student's geographical residence when considering practicum site, students should be prepared to travel up to 1 hour or more each way to reach their internship site, be prepared to incur the cost of gas, public transport, or other costs associated with travel to and from internship location, and must be available to be at the field practicum 16-20 hours each week, which can be Monday through Friday, depending on a student's class schedule. Students will not be granted special dispensation for field internship days/hours based on work schedule, other personal commitments and/or personal preferences.

7. **Policy on Termination from Field Practicum:** Placement in an agency for an internship is the educational responsibility of CSUSM and is a decision that rests with the Field Education Department. Termination from an internship therefore rests with the Department. The decision to terminate an internship is made after consultation with the student, the agency, and the Director of Field Education. Please read the section in this manual on Professional Conduct in Field and Procedures and Policies to Address Unprofessional Conduct and/or Performance Issues in Field.
8. **Policy on Confidentiality in Field Practicum:** Students are to comply with all agency and legal policies and procedures regarding confidentiality, adhere to the letter and spirit of the Department's Code of Conduct, *NASW Code of Ethics*, as well as the laws of the State of California. Educational exercises and assignments must ensure client confidentiality. Students are to comply with mandatory reporting requirements.
9. **Policy on Confidentiality in Field Practicum:** Students are to comply with all agency and legal policies and procedures regarding confidentiality, adhere to the letter and spirit of the Department's Code of Conduct, *NASW Code of Ethics*, as well as the laws of the State of California. Educational exercises and assignments must ensure client confidentiality. Students are to comply with mandatory reporting requirements.

10. **Policy on Agency Field Supervisor Trainings:** It is the policy of the CSWE that accredited schools of social work provide trainings for Agency Field Supervisors, so they become knowledgeable about, and proficient in, providing field instruction that corresponds to established standards and competencies required for mastery among social work students (CSWE, 2015). The CSUSM Department of Social Work is grateful to all Agency Field Supervisors and their respective agencies, who have committed themselves to advancing the knowledge and expertise of emerging social workers through participation in field instruction. To that end, the CSUSM Department of Social Work has designed a Agency Field Supervisor Training Program that is both dynamic and informative and allows for flexibility of scheduling so as not to unduly burden Agency Field Supervisors. This one-time Training Program for new Agency Field Supervisors consists of five (5) modules; one (1) of which is conducted on site, at CSUSM, each fall semester. The remaining four (4) training modules are offered on-line, through the MSW Program Website. The program will offer an annual workshop for Agency Field Supervisors with guest speakers and lectures on specialized clinical interventions and modalities.
- a. **Note:** The CSUSM Extended Learning Department will offer Continuing Education Units (CEU's) to Agency Field Supervisors/task supervisors who are California BBS licensees. Licensed instructors and task supervisors must complete and submit the CSUSM MSW Agency Field Supervisor Application to be eligible to receive CEU's.
11. **Policy on Drugs and Alcohol in Field Practicum:** The CSUSM Field Education Program has a zero tolerance policy for drug and alcohol use by students in the field. In keeping with the *NASW Code of Ethics*, which stipulates professional behavior standards for social workers, while in the field, interns must be in appropriate mental and physical condition to perform their duties in a satisfactory and professional manner. This includes refraining from being under the influence of any illegal substance, OR possessing, distributing, or attempting to distribute alcohol or any illegal substance, while on agency internship premises OR while conducting business related activities off premises. Violations of this policy will result in immediate corrective action to include termination from the internship and the MSW Program.
12. **Policy on Prohibition of Weapons in Field Practicum:** Consistent with California Code of Regulations Standards for Student Conduct (#13) and California State University policy <https://govt.westlaw.com/calregs/Document/I327905D0D48311DEBC02831C6D6C108E?contextData=%28sc.Default%29&transitionType=Default>, carrying weapons (as defined in the above citation) at internship sites is prohibited. Possession and/or use of weapons at or during an internship constitute cause for immediate termination of the internship. Weapons for this purpose are defined as firearms, replicas, knives, ammunition, chemicals, explosives, etc. Students who desire to carry weapons due to fears for personal safety related to an internship should discuss those concerns with the Director of Field Education as a basis for changing internships and/or creating more effective ways of increasing personal safety. No student is expected to enter or remain in an internship where fear for personal safety affects his or her educational process.

13. **CSU System-wide Policy Prohibiting Discrimination, Harassment, and Retaliation against Students:** The CSU is committed to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect. All Students have the right to participate fully in CSU programs and activities free from unlawful Discrimination, Harassment and Retaliation. The CSU prohibits Harassment of any kind, including, Sexual Harassment and Sexual Violence, Domestic Violence, Dating Violence, and Stalking. Such behavior violates both law and University policy. The University shall respond promptly and effectively to all reports of Discrimination, Harassment and Retaliation, and shall take appropriate action to prevent, correct, and when necessary, discipline behavior that violates this policy. The CSU strives to be free of all forms of unlawful Discrimination, Harassment and Retaliation. This policy is established in compliance with the California Equity in Higher Education Act (Education Code § 66250 *et seq.*), Title IX, VAWA/Campus SaVE Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, among other applicable state and federal laws. It is CSU policy that no Student shall, on the basis of any Protected Status, be unlawfully excluded from participation in, or be denied the benefits of, any CSU program or activity. Nor shall a Student be otherwise subjected to unlawful Discrimination, Harassment, or Retaliation for exercising any rights under this Executive Order. This includes protections against discrimination and harassment based on protected status, which includes, but is not limited to, sexual harassment and sexual violence.
  
14. **Sexual Harassment Grievance Procedure:** Any student who believes he or she has been subjected to harassment prohibited by the CSU policy stated above should first tell the harasser to cease the unwanted behavior and immediately report that behavior, both verbally and in writing, to his/her Agency Field Supervisor and Director of Field Education. All allegations of harassment will be immediately investigated by the University and may result in the student being removed from the agency, and placed in another agency setting, pending investigation.

## References and Resources

Council on Social Work Education: <http://www.cswe.org>

HIPAA: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>

*NASW Code of Ethics*: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

National Association of Social Workers: <http://www.socialworkers.org>

National Association of Social Workers, California Chapter: <http://naswca.org>

National Alliance on Mental Illness (NAMI): <http://www.nami.org>

San Diego Access & Crisis Hot Line: 1-888-724-7240

San Diego County Health & Human Services Agency: <http://www.sdcounty.ca.gov/hhsa>

Social Work Career Center: <http://careers.socialworkers.org>

2-1-1- San Diego: <http://www.211sandiego.org>

## Appendix I – CSUSM Field Education Calendar 2023-2024



California State University  
SAN MARCOS

DEPARTMENT OF  
SOCIAL WORK

### CSUSM MSW Program Field Education Calendar 2024-2025

#### Fall Semester 2024

First Day of Field, 2<sup>nd</sup> Year Students: Monday August 26<sup>th</sup> OR Tuesday August 27<sup>th</sup>, 2024

First Day of Field, 1<sup>st</sup> Year Students: Tuesday, September 3<sup>rd</sup> OR Weds., Sept 4<sup>th</sup>, 2024

Last Day of Field, FALL SEMESTER, ALL STUDENTS: Friday, December 13, 2024

|  |   |
|--|---|
| <b>Thursday August 22</b><br>Monday, Aug. 26               | <b>NEW FIELD SUPERVISOR ORIENTATION TRAINING</b><br>First day of classes for Fall 2024 Semester, ALL STUDENTS                                       |
| <b>Monday, Aug. 26 OR</b><br><b>Tuesday Aug. 27</b>        | <b>Advanced Year Students First Day of Field for Fall 2024 Semester –</b><br><b>20 Hrs. /Wk.</b>  |
| <b>W/Th/F, Aug 28- 30</b>                                  | <b>Mandatory Pre-Field Immersion for all Foundation Year Field Students</b>   |
| <b>Monday, Sept. 2</b>                                     | <b>Labor Day Holiday; campus closed &amp; no Field or classes</b>   |
| <b>Tuesday, Sept. 3 OR</b><br><b>Wednesday, Sept. 4</b>    | <b>Foundation Year Students First Day of Field for Fall 2024 Semester –</b><br><b>16 Hrs./Wk.</b>   |
| <b>Friday, Oct. 4</b>                                      | <b>All students - Student Learning Agreements (MSW Guidelines &amp; Limitations, &amp; Agency Orientation Checklists) Due via IPT Database</b>      |
| <b>Monday, Oct. 7 through</b><br><b>Friday, Nov. 22</b>    | <b>Agency Site Visits: Field Seminar Professor-Agency Field Supervisor-Student Meeting to discuss student progress; meeting held at agency site</b> |
| <b>Monday, November 11</b>                                 | <b>Veteran's Day Holiday; campus closed &amp; NO Field or classes</b>   |
| <b>Thurs/Fri, Nov. 28 &amp; 29</b>                         | <b>Thanksgiving Holiday; campus closed &amp; NO Field or classes</b>  |
| <b>Wednesday December 4</b>                                | <b>Comprehensive Skills Evaluations for Fall 2024 Semester due via IPT DATABASE</b>   |
| <b>Friday, Dec. 13</b>                                     | <b>Last day of Field for Fall 2024 Semester – All Students</b>  |
| <b>Mon Dec 23, 2024 – Friday</b><br><b>January 5, 2025</b> | <b>Winter Break – CAMPUS CLOSED; NO field internship allowed during this break</b>  |

PLEASE NOTE THAT STUDENTS MUST REPORT BACK TO FIELD INTERNSHIP ON MONDAY, JANUARY 6<sup>th</sup>, 2025, OR TUESDAY, JANUARY 7<sup>th</sup>, 2025, depending on class schedule. PLEASE REFER TO REQUIRED FIELD HOURS EACH MONTH, LISTED IN APPENDIX I, AT THE END OF THIS DOCUMENT. IT IS THE STUDENTS' RESPONSIBILITY TO KNOW THE EXACT MINIMUM HOURS REQUIRED IN FIELD EACH WEEK AND TOTALS FOR EACH SEMESTER. FAILURE TO COMPLETE REQUIRED NUMBER OF FIELD HOURS WILL RESULT IN A GRADE OF NO-CREDIT FOR THE FIELD INTERNSHIP/SEMINAR.



**CSUSM MSW Program Field Education Calendar 2024-2025**

**Spring Semester 2025**

**First Day of Field, SPRING SEMESTER, ALL STUDENTS:  
Monday January 6<sup>th</sup> OR Tuesday, January 7<sup>th</sup> 2025**

**Last Day of Field, SPRING SEMESTER, ALL STUDENTS:  
Friday, May 9<sup>th</sup>, 2025**

|   |  |
|---|--|
| <b>Monday, Jan 6 OR Tues, Jan 7</b>       | <b>First Day of Field for Spring 2025 Semester - All Students</b>  |
| <b>Monday, Jan. 20</b>                    | <b>Martin Luther King Day; Campus closed &amp; NO Field</b>  |
| <b>Tuesday, January 21</b>                | <b>First day of classes Spring 2025 Semester, ALL STUDENTS</b>   |
| <b>Friday, January 31</b>                 | <b>AGENCY FAIR – MANDATORY 1<sup>st</sup> YEAR FIELD STUDENT PARTICIPATION. 9:00 am – 12:00 pm, location TBD</b> |
| <b>Monday, March 31 - Friday, April 5</b> | <b>Spring Break; No Field or classes this week</b>   |
| <b>Monday April 28</b>                    | <b>Comprehensive Skills Evaluations for Spring 2025 Semester due via IPT DATABASE</b>                            |
| <b>Friday, May 9</b>                      | <b>Last day of Field/classes for Spring 2025 Semester – All Students</b>   |
| <b>Saturday, May 17</b>                   | <b>Commencement</b>  |

**CSUSM Policies on Holidays & Campus Closures:**

**CSUSM Campus Open**

When an agency is closed for a holiday and CSUSM Campus is open for this holiday, e.g. Columbus Day, President’s Day, etc. and the student has scheduled internship hours on the day the agency is closed, the student is responsible for making-up those hours (sometime before the end of the semester) to meet the required minimum practicum hours in the Field Education course for that semester.

**CSUSM Campus Closed**

When CSUSM campus is closed, the student shall not conduct internship hours on that day (even if the agency is open), e.g., Veteran’s Day, Thanksgiving Holiday, Friday after Thanksgiving Holiday, & Winter break. Students are not required to make up holiday hours observed by the University.

**IMPORTANT NOTE:** Students may not be at the Field agency when campus is closed during any holiday, as students not covered by the University’s liability insurance when the campus is closed.



# APPENDIX I. CSUSM MSW PROGRAM FIELD INTERNSHIP HOURS: YEAR 2024-2025 <sup>1</sup>

## 1<sup>ST</sup> YEAR FOUNDATION YEAR STUDENTS

### 16 HOURS PER WEEK

#### Fall Semester 2024

September 2024, Hours in Field: 64

October 2024, Hours in Field: 64

November 2024, Hours in Field: 56

December 2024, Hours in Field: 32

**Fall Semester: 216 FIELD HOURS REQUIRED**

#### Spring Semester 2025

January 2025, Hours in Field: 56

February 2025, Hours in Field: 64

March 2025, Hours in Field: 64

April - May 2025, Hours in Field: 80

**Spring Semester: 264 FIELD HOURS REQUIRED**

**Total Field Internship Hours Foundation Year 2024-2025 = MINIMUM 480 Hours**

**IMPORTANT FIELD POLICY REGARDING ACCRUAL OF HOURS:** Fieldwork hours must be gained at 16 hours per week during the foundation year field practicum, over each of the 15-week semesters (fall and spring); **students are not permitted to complete fieldwork hours prior to the end of the semester or begin field internship before the fall field start date, unless required by the agency AND approved by the Field Department.**

**IMPORTANT POLICY REGARDING BANKING FIELD HOURS:** In special circumstances, students may bank NO MORE THAN one-weeks' worth of hours per semester; however, these banked hours can only be accrued after approval has been granted from both the Agency Field Supervisor and the CSUSM Field Seminar Professor.

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<sup>1</sup> Please note that hours listed may vary by week, depending on students' specific field days. There may be some months when a student is in field fewer or more days than what is listed in the calendar. The calendar is simply a guide – so please use it as such and track your hours with your field agency supervisor. **IMPORTANT NOTE:** By the end of each semester, the student must complete the minimum field hours required, as listed in this Field Calendar. If you are falling behind in hours, please consult with both your agency field supervisor and your CSUSM MSW Field Faculty Liaison. Failure to complete required hours in field by the end of each semester can result in receiving a grade of NO CREDIT for the field practicum, thus requiring the student to repeat the entire field practicum semester for which they received a grade of NO CREDIT.



## CSUSM MSW PROGRAM FIELD INTERNSHIP HOURS: YEAR 2024-2025 <sup>2</sup>

### 2<sup>ND</sup> YEAR ADVANCED YEAR STUDENTS

**20 HOURS PER WEEK**

#### **Fall Semester 2024**

**August/September 2024, Hours in Field: 92**

**October 2024, Hours in Field: 92**

**November 2024, Hours in Field: 56**

**December 2024, Hours in Field: 40**

**Fall Semester: 280 FIELD HOURS REQUIRED**

#### **Spring Semester 2025**

**January 2025, Hours in Field: 80**

**February 2025, Hours in Field: 80**

**March 2025, Hours in Field: 80**

**April - May 2025, Hours in Field: 100**

**Spring Semester: 340 MINIMUM FIELD HOURS REQUIRED**

**Total Field Internship Hours Advanced Year 2024-2025 = MINIMUM 620 Hours**

**IMPORTANT FIELD POLICY REGARDING ACCRUAL OF HOURS:** Fieldwork hours must be gained at 20 hours per week in the concentration year field practicum, over each of the 15-week semesters (fall and spring); **students are not permitted to complete fieldwork hours prior to the end of the semester or begin field internship before the fall field start date, unless required by the agency AND approved by the Field Department.**

**IMPORTANT POLICY REGARDING BANKING FIELD HOURS:** In special circumstances, students may bank NO MORE THAN one-weeks' worth of hours per semester; however, these banked hours can only be accrued after approval has been granted from both the Agency Field Supervisor and the CSUSM Field Seminar Professor.

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<sup>2</sup> Please note that hours listed may vary by week, depending on students' specific field days. There may be some months when a student is in field fewer or more days than what is listed in the calendar. The calendar is simply a guide – so please use it as such and track your hours with your field agency supervisor. **IMPORTANT NOTE:** By the end of each semester, the student must complete the minimum field hours required, as listed in this Field Calendar. If you are falling behind in hours, please consult with both your agency field supervisor and your CSUSM MSW Field Faculty Liaison. Failure to complete required hours in field by the end of each semester can result in receiving a grade of NO CREDIT for the field practicum, thus requiring the student to repeat the entire field practicum semester for which they received a grade of NO CREDIT.

## Appendix II – Foundation Year Student Learning Agreement & Comprehensive Skills Evaluation

### California State University San Marcos Department of Social Work MSW Program

#### FOUNDATION YEAR LEARNING AGREEMENT (MSW 540 & MSW 541)

**Learning Agreement (To be completed at beginning of the Academic Year by both Student and Agency Field Supervisor)**

| I. IDENTIFYING INFORMATION                                  |  |  |  |
|---|--|--|--|
| <b>Academic Year:</b><br>Please check (if applicable):      | <input style="width: 95%;" type="text"/><br><input type="checkbox"/> IVE - Child Welfare   | <b>Fall Start Date:</b><br><b>Spring End Date:</b>   | <input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/>   |
| <b>Student Name:</b><br>CSUSM E-mail:<br>Phone number:      | <input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/>   | <b>CSUSM Seminar Professor:</b><br>Name:<br>E-mail:<br>Phone number:   | <input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/> |
| <b>Agency Name &amp; Program (if applicable):</b>           | <input style="width: 95%;" type="text"/>   | <b>Agency Field Supervisor:</b><br>Name:<br>E-mail:<br>Phone number:<br><input type="checkbox"/> MSW                   | <input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/> |
| <b>Agency Address:</b><br>City<br>Zip<br>Telephone:<br>Fax: | <input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/> | <b>Task Supervisor/Preceptor (if applicable):</b><br>Name:<br>E-mail:<br>Phone number:<br><input type="checkbox"/> MSW | <input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/><br><input style="width: 95%;" type="text"/> |

SAVE WORK

### II. THE ORGANIZATION AND THE COMMUNITY - To be completed by Student

**A. Describe the organization's mission:**



**B. Describe the organizational structure:**



**C. List the services the organization provides to the community:**



**D. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the organization's clients:**



**E. Describe the geographic location of the organization:**



**F. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the community in which the organization is located:**



**G. Describe the community's need for resources (other than those the organization provides):**



**H. List other organizations to which referrals are made:**



**I. Who (agency field supervisor?) or what (organization brochure?) were your sources of information for completing this section:**



SAVE WORK

**III. GENERAL TIME MANAGEMENT - To be completed by together, by Student and Agency Field Supervisor**

**A. List the days and hours in field placement:**



**B. List the date process recordings are due:**



**C. List the day, time, and length of individual field instruction:**



**D. List the day and time of group supervision conference, if applicable:**



**E. List the name(s) of task supervisor(s) and/or contact person in Agency Field Supervisor's absence:**



**F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:**



**G. Please describe your plans for coverage over the break between fall and spring semester, if required by placement:**



SAVE WORK

**IV. SELF-AWARENESS ASSESSMENT - To be completed by Student**

**A. In terms of "self-awareness," what do you know about yourself, your emotions, your interactions with others, etc., which will make you a more effective social worker?**



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



SAVE WORK

**V. STUDENT'S EXPECTATIONS FOR SUPERVISION IN FIELD INSTRUCTION -- To be completed by Student**

**A. Describe your expectations of the supervision process:**



**B. Describe your expectations of yourself in supervision:**



**C. Describe your expectations of your Agency Field Supervisor:**



SAVE WORK

**VI. AGENCY FIELD SUPERVISOR TEACHING PLAN -- To be completed by Agency Field Supervisor**

**A. Detail your expectations of your student in supervision:**



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



**C. Describe your plan for use of a Task Supervisor with your student (if applicable).**

**1. Role of Task Supervisor:**

**VII. CALSWEC CURRICULUM COMPETENCIES FOR PUBLIC CHILD WELFARE -- To be completed by Agency Field**

## TITLE IV-E STUDENT SUPPLEMENTAL LEARNING AGREEMENT

All Learning Agreements must indicate how the Curriculum Competencies for Public Child Welfare will be included in the field placement experience and how the Behaviors for Specialized Practice in Public Child Welfare will be incorporated (taken from the Title IV-E Program Program Guide). Below are the 9 Curriculum Competencies for Public Child Welfare.

### COMPETENCY 1: BEHAVIORS FOR SPECIALIZED PRACTICE PUBLIC CHILD

#### WELFARE COMPETENCY 1 (CW1)

Social work students should:

- CW1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies, and procedures. (See related Competency 5.)
- CW1.2 Engage in active dialogue with field faculty/instructors regarding child welfare field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.
- CW1.3 Develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child welfare system.
- CW1.4 Effectively manage professional boundary issues and other challenges arising during child welfare 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.
- 4
- CW1.5 Develop and sustain relationships with interdisciplinary team members, including social workers, placement settings, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff, Tribes, Tribal agencies, Tribal Courts, state court systems, and others, that reflect clear understanding of their roles in public child welfare settings.
- 5
- CW1.6 Demonstrate both knowledge of the history and evolution of child welfare practice in the United States and California, and a commitment to lifelong learning around this practice.
- CW1.7 Follow all ethical guidelines and legal mandates in the use of technology to maintain the confidentiality of all personal, child welfare-related, and health-related information.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## COMPETENCY 2: BEHAVIORS FOR SPECIALIZED PRACTICE PUBLIC CHILD

### WELFARE COMPETENCY 2 (CW2)

Social work students should:

- CW2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public child welfare.
- CW2.2 Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and child welfare settings.
- CW2.3 Adhere to relevant laws, policies, procedures, and government-to-government relationships with Tribes when serving American Indian/Alaska Native children and families.

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, Tribes, Tribal agencies, and Tribal Courts, juvenile justice, criminal justice, and court systems, integrated behavioral health care systems, and medical system.

4

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## COMPETENCY 3: BEHAVIORS FOR SPECIALIZED PRACTICE PUBLIC CHILD

### WELFARE COMPETENCY 3 (CW3)

Social work students should:

- CW3.1 Clearly articulate the systematic effects of discrimination, oppression, and stigma on the quality and delivery of child welfare services and identify and advocate for policy changes needed to address these issues.
- CW3.2 Advocate for a social justice practice framework in public child welfare, and support self-advocacy for children, youth, young adults, and families receiving child welfare services.

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 the child welfare system.

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3

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:



## COMPETENCY 4: BEHAVIORS FOR SPECIALIZED PRACTICE PUBLIC CHILD

### WELFARE COMPETENCY 4 (CW4)

Social work students should:

- CW4.1 Demonstrate the ability to understand, interpret, and evaluate the benefits and limitations of various evidencebased and evidence-informed treatment models as they influence child welfare practice.
- CW4.2 Engage in critical analysis of research findings, practice models, and practice wisdom that inform child welfare practice, including how research practices have historically failed to address the needs and realities of exploited and/or disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.
- CW4.3 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, families, and multidisciplinary service providers.
- CW4.4 Apply research findings to child welfare practice with individuals, families, and communities and to the development of professional knowledge about the field of child welfare.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

**COMPETENCY 5: BEHAVIORS FOR SPECIALIZED PRACTICE PUBLIC CHILD WELFARE COMPETENCY 5 (CW5)**

Social work students should:

Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including, but not limited to:

- Child welfare-relevant California Welfare and Institutions Code
- Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare relevant Children’s Bureau policy guidance
- Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)
- Indian Child Welfare Act of 1978
- Other current child welfare-relevant legislation and policies

CW5.2 Understand and adhere to local policies and procedures that influence child welfare practice.

CW5.3 Engage with the political and legislative arena of public child welfare through involvement with relevant

- Maintaining ongoing familiarity with changes to child welfare-related legislation and the rationale for such changes, including reviewing recent All County Letters (ACLs) and All County Information Notices (ACINs) on the California Department of Social Services (CDSS) website;
  - Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of child welfare; and
- Attending Legislative Lobby Day events in Sacramento.

CW5.4 Utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, state, and federal policies during child welfare practice.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## COMPETENCY 6: BEHAVIORS FOR SPECIALIZED PRACTICE PUBLIC CHILD

### WELFARE COMPETENCY 6 (CW6)

Social work students should:

- CW6.1 Appropriately engage and activate children, youth, young adults, families, other care providers, Tribes, and communities in the development and coordination of case plans oriented toward safety, permanency, and wellbeing.
- CW6.2 Effectively utilize interpersonal skills to engage children, youth, young adults, families, other care providers, Tribes, and communities 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.
- CW6.3 Recognizing the complex nature of concurrent planning in child welfare, ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent.
- CW6.4 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.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## COMPETENCY 7: BEHAVIORS FOR SPECIALIZED PRACTICE PUBLIC CHILD

### WELFARE COMPETENCY 7 (CW7)

Social work students should:

- CW7.1 Identify, understand, and implement appropriate child welfare screening and assessment tools.
- CW7.2 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, Tribal systems, behavioral health care systems, and medical care systems.

Engage in effective and ongoing critical analysis of child welfare assessment data that:

- CW7.3
- Reflects child, youth, young adult, family, and support systems' strengths and desires;
  - Acknowledges the effects of intervention on family and community members;
- C**  
**W**  
**7**
- Addresses the impacts of trauma, adverse health conditions, and co-occurring disorders; and
- Culminates in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement.
- 3**

CW7.4 Document and maintain all child welfare 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.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## **COMPETENCY 8: BEHAVIORS FOR SPECIALIZED PRACTICE PUBLIC**

### **CHILD WELFARE COMPETENCY 8 (CW8)**

Social work students should:

In partnership with children, youth, young adults, families, and Tribes, develop appropriate case plans based on key principles and contemporary theories/models of child welfare with a focus on safety, permanency, and well-being.

CW8.1

Plans should:

- Reflect cultural humility and acknowledge of individualized needs
  - Incorporate child and family strengths;
- C**  
**W**  
**8**
- Utilize community resources and natural supports;
  - Incorporate multidisciplinary team supports and interventions;
- 1**
- Focus on permanency and concurrent planning; and
  - Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family's involvement with the child welfare system.

CW8.2

Apply principles of teaming, engagement, inquiry, advocacy, and facilitation within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and service providers to accomplish intervention goals.

CW8.3 Demonstrate effective case management skills with families with the goals of safety, permanency, and

CW8.4 Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time limited.

Optional: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency.

## **COMPETENCY 9: BEHAVIORS FOR SPECIALIZED PRACTICE PUBLIC CHILD**

### **WELFARE COMPETENCY 9 (CW9)**

Social work students should:

- CW9.1 Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines in Child Welfare Statewide Automated Child Welfare Information System (SACWIS).
- CW9.2 Conduct accurate process and outcome data analysis of engagement, assessment, and interventions in child welfare practice.
- CW9.3 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.
- CW9.4 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.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

### **SIGNATURES:**

Field Instructor Student

SAVE WORK

**Agency Overview**

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

**Agency Policies and Protocols**

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

- Review protocol for building safety and after-hours policy
- Review protocol for earthquake, fire and other disasters
- Review protocol for dealing with hazardous waste
- Review protocol for compliance with CDC Guidelines for physical distancing, handwashing, use of face masks, methods of minimizing exposure, and methods for routine environmental cleaning
- Provide student intern with necessary personal protective equipment in accordance with Cal/OSHA Interim Guidance on Covid-19 for Healthcare facilities <https://www.dir.ca.gov/dosh/coronavirus/COVID-19-Interim-Guide-for-Hospital-Workers.html>
- Confirm that Agency is taking measures to reduce or prevent infection hazards pursuant to the CDC Interim Guide for Business and Employers to Plan and respond to Coronavirus Disease 2019 (COVID-19) <https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>

#### **Agency Field Supervisor/Student Responsibilities**

- Review expectations for supervision and schedule
- Review educationally based recording schedule
- Review use of preceptor (if applicable)
- Review plan for diversity/multi-cultural experiences
- Review plan for monitoring of student hours (by both agency field supervisor and student)
- Review agency training or staff development opportunities
- Review student's personal safety issues and concerns, and strategies to deal with them

#### **SIGNATURES:**

**Agency Field Supervisor:**

**Student:**

### **California State University San Marcos MSW Program Guidelines and Limitations for Student Field Placement**

As you begin your field experience with a community organization, school or health center, you are probably eager to get involved and to make a difference in the lives of people with whom you work and the organizations in which you serve. We expect you will view yourself as a representative of California State University San Marcos in the community. Carefully read through and abide by the following guidelines created to assist you in having the best and most productive field experience possible:

#### **1. Ask for help when in doubt.**

Your site or field supervisor understands the issues at your site and you are encouraged to approach her/him with problems or questions as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations. You may also contact your CSUSM Field Seminar Professor or your professor's support staff with questions concerning your placement.

#### **2. Be punctual and responsible.**

Although you are not being compensated for your time spent on your community assignment, you are participating in the organization as a reliable, trustworthy and contributing member of the community team. Both the administrators and the persons whom you serve rely on your punctuality and commitment in completing your hours over the entire course of the semester.

#### **3. Call if you anticipate lateness or absence.**

Call your site supervisor if you are unable to come in or if you anticipate being late. Again, the site will come to depend on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of their needs.



**4. Respect the privacy of all clients.**

CSUSM students may be given access to confidential information as part of their projects. Students will work with their site or field supervisor to make sure they have a good understanding of what information should be considered confidential including, but not limited to, all organization documents, emails, presentations, client lists, and any communication marked for proprietary or confidential use only. If you are privy to confidential information with regard to the organization and/or people with whom you are working you must treat it as confidential and follow all codes and standards of ethics that apply. In addition, at all times you are to treat all personal data received pursuant to commonly accepted standards of patient confidentiality in accordance with applicable federal, state and local laws and regulations. You will not disclose to any person or organization, reproduce, or use any information furnished by the organization other than for the purposes related to your course assignments or CSUSM approved project. You will use pseudonyms in your course assignments and CSUSM projects if you are referring to clients or the people you work with.

**5. Show respect for the community organization or school for whom you work.**

Placement within a community organization or school is an educational opportunity and a privilege. It is imperative that you conduct yourself in a professional and ethical manner by respecting the rights and confidentiality of your supervisor, coworker(s), and clients.

**6. Be appropriate.**

You are in a fieldwork situation and are expected to treat your supervisor, co-worker(s) and clients with courtesy and kindness. Dress comfortably, neatly, and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other scholars to follow as part of Cal State San Marcos's ongoing learning programs.

**7. Be flexible.**

The level or intensity of activity at a field experience site is not always predictable. Your flexibility to changing situations can assist the operation to run smoothly and produce positive outcomes for everyone involved.

**8.** Comply with AGENCY'S requirements for immunizations and test, including but not limited to health examinations, rubella, MMR, tuberculin skin test and chest x-ray, if determined appropriate by AGENCY. Student shall also follow AGENCY'S policies and procedures regarding blood-borne pathogens, including but not limited to, universal precautions.

**9.** I understand and acknowledge that neither the University nor the AGENCY assumes any financial responsibility in the event I am injured or become ill as a result of my participating in this learning activity. I understand that I am personally responsible for paying any costs I may incur for the treatment of any such injury or illness. I acknowledge that the University recommends that I carry health insurance.

**10.** In addition to the above expectations, as a participant in your field experience class you are also responsible for the following limitations.

- NEVER report to your service site under the influence of drugs or alcohol.
- NEVER give or loan client money or other personal belongings.
- NEVER make promises or commitments to a client you cannot keep.
- NEVER conduct home visits OR meet clients in the community unless you have completed the CSUSM approved Safety Training Course AND provided an agency staff is aware of the exact location you will meet with a client. In this case, agency staff must be available to the student should an emergency or crisis occur (i.e., staff must be available by phone or in person).
- NEVER transport clients, not in your own vehicle OR in an agency vehicle. Certain exceptions apply.
- NEVER tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- NEVER tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of the age, race, gender, sexual orientation, or ethnicity.

**In case of student injury, contact: University Police at (760)750-4567**

**SIGNATURES:**

**Agency Field Supervisor:**

**Student**

# COMPREHENSIVE SKILLS EVALUATION

(To be completed at the end of each semester)

## INSTRUCTIONS FOR RATING INTERNS:

**Level 1** = The intern **does not yet demonstrate basic skill** in this area

**Level 2** = The intern is **beginning to demonstrate basic skill** in this area

**Level 3** = The intern **often demonstrates basic skill** in this area; however, intern's **performance is uneven**



**Level 4** = The intern **consistently demonstrates skill** in this area




**Level 5** = The intern **demonstrates a high level of skill** in this area

## NARRATIVE SECTIONS:

Please comment on areas that need work, as well as on strengths. It is essential for both the student and the school to have this section completed. **Comments are required when ratings are at Level 1.**

**SKILLS EVALUATION INSTRUCTIONS:** Please rate students on each of these Practice Behaviors (using the rating scale listed above), at the end of each fall and spring semester. **IN THE SPRING SEMESTER EVALUATION, PLEASE RATE STUDENT'S PERFORMANCE OVER THE ENTIRE YEAR.**

| COMPETENCY #1 -- Demonstrate Ethical and Professional Behavior   | Fall | Spring |
|--|------|--------|
| 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 |      |        |
| 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations  |      |        |
| 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication  |      |        |
| 4. Use technology ethically and appropriately to facilitate practice outcomes  |      |        |
| 5. Use supervision and consultation to guide professional judgment and behavior.   |      |        |
| <b>Comments:</b><br><div style="text-align: center; margin-top: 10px;">  </div>  |      |        |
| SAVE WORK  |      |        |
| COMPETENCY #2 -- Engage Diversity and Difference in Practice   | Fall | Spring |
| 6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels   |      |        |
| 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences  |      |        |
| 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies   |      |        |
| <b>Comments:</b><br><div style="text-align: center; margin-top: 10px;">  </div>  |      |        |
| SAVE WORK  |      |        |
| COMPETENCY #3 -- Advance Human Rights and Social, Economic, and Environmental Justice  | Fall | Spring |

|  |             |               |
|--|-------------|---------------|
| 9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels   |             |               |
| 10. Engage in practices that advance social, economic, and environmental justice   |             |               |
| <b>Comments:</b>   |             |               |
|    |             |               |
| <input type="button" value="SAVE WORK"/>   |             |               |
| <b>COMPETENCY #4 -- Engage In Practice-informed Research and Research-informed Practice</b>  | <b>Fall</b> | <b>Spring</b> |
| 11. Use practice experience and theory to inform scientific inquiry and research   |             |               |
| 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings   |             |               |
| 13. Use and translate research evidence to inform and improve practice, policy, and service delivery   |             |               |
| <input type="button" value="SAVE WORK"/>   |             |               |
| <b>COMPETENCY #5 -- Engage in Policy Practice</b>  | <b>Fall</b> | <b>Spring</b> |
| 14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services   |             |               |
| 15. Assess how social welfare and economic policies impact the delivery of and access to social services   |             |               |
| 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice   |             |               |
| <b>Comments:</b>   |             |               |
|    |             |               |
| <input type="button" value="SAVE WORK"/>   |             |               |
| <b>COMPETENCY #6 -- Engage with Individuals, Families, Groups, Organizations, and Communities</b>  | <b>Fall</b> | <b>Spring</b> |
| 17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies                          |             |               |
| 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies   |             |               |
| <b>Comments:</b>   |             |               |
|    |             |               |
| <input type="button" value="SAVE WORK"/>   |             |               |
| <b>COMPETENCY #7 -- Assess Individuals, Families, Groups, Organizations, and Communities</b>   | <b>Fall</b> | <b>Spring</b> |
| 19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies  |             |               |
| 20. 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 |             |               |

|   |  |  |
|---|--|--|
| 21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |  |  |
| 22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies                    |  |  |

**Comments:**



SAVE WORK

| <b>COMPETENCY #8 -- Intervene with Individuals, Families, Groups, Organizations, and Communities</b>   | <b>Fall</b> | <b>Spring</b> |
|--|-------------|---------------|
| 23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies   |             |               |
| 24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies |             |               |
| 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes  |             |               |
| 26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies  |             |               |
| 27. Facilitate effective transitions and endings that advance mutually agreed-on goals   |             |               |

**Comments:**



SAVE WORK

| <b>COMPETENCY #9 -- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>  | <b>Fall</b> | <b>Spring</b> |
|---|-------------|---------------|
| 28. Select and use appropriate methods for evaluation of outcomes   |             |               |
| 29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes |             |               |
| 30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes   |             |               |
| 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels   |             |               |

**Comments:**



SAVE WORK

**AGENCY FIELD SUPERVISOR NARRATIVE OF STUDENT PERFORMANCE**

**FOUNDATION YEAR COMPREHENSIVE SKILLS EVALUATION**

**Summarize overall assessment: i.e., strengths and areas needing further development after Fall Semester:**



**Fall Semester:**

Skills Evaluation

*Agency Field Supervisor signature*

Skills Evaluation

*Student signature*

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

**FOUNDATION YEAR COMPREHENSIVE SKILLS EVALUATION**

**Summarize overall assessment: i.e., strengths and areas needing further development after Spring Semester:**



**Spring Semester:**

Click to sign Completed Document

*Agency Field Supervisor signature*

Click to sign Completed Document

*Student signature*

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

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

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## Appendix III – Advanced Year Student Learning Agreement & Comprehensive Skills Evaluation

### California State University San Marcos Department of Social Work MSW Program

#### ADVANCED YEAR LEARNING AGREEMENT (MSW 642 & MSW 643)

**Learning Agreement (To be completed at beginning of the Academic Year by both Student and Agency Field Supervisor)**

| I. IDENTIFYING INFORMATION                        |  |   |  |
|---|--|---|--|
| <b>Academic Year:</b>                             | <input style="width: 95%;" type="text"/><br><input type="checkbox"/> IVE – Child Welfare | <b>Fall Start Date:</b>                             | <input style="width: 95%;" type="text"/> |
|   |  | <b>Spring End Date:</b>                             | <input style="width: 95%;" type="text"/> |
| <b>Student Name:</b>                              | <input style="width: 95%;" type="text"/>   | <b>CSUM Seminar Professor:</b>                      | <input style="width: 95%;" type="text"/> |
| CSUSM E-mail:                                     | <input style="width: 95%;" type="text"/>   | E-mail:   | <input style="width: 95%;" type="text"/> |
| Phone number:                                     | <input style="width: 95%;" type="text"/>   | Phone number:                                       | <input style="width: 95%;" type="text"/> |
| <b>Agency Name &amp; Program (if applicable):</b> | <input style="width: 95%;" type="text"/>   | <b>Agency Field Supervisor:</b>                     | <input style="width: 95%;" type="text"/> |
|   |  | E-mail:   | <input style="width: 95%;" type="text"/> |
|   |  | Phone number:                                       | <input style="width: 95%;" type="text"/> |
|   |  | <input type="checkbox"/> MSW                        |  |
| <b>Agency Address:</b>                            | <input style="width: 95%;" type="text"/>   | <b>Task Supervisor / Preceptor (if applicable):</b> |  |
| City  | <input style="width: 95%;" type="text"/>   | Name:   |  |
| Zip   | <input style="width: 95%;" type="text"/>   | E-mail:   |  |
| Telephone:  | <input style="width: 95%;" type="text"/>   | Phone number:                                       |  |
| Fax:  | <input style="width: 95%;" type="text"/>   | <input type="checkbox"/>                            |  |

**II. THE ORGANIZATION AND THE COMMUNITY – To be completed by Student**

**A. Describe the organization's mission:**



**B. Describe the agency's organizational structure:**



**C. List the services the organization provides to the community:**



**D. Describe the general demographics of the organization's clients (e.g., ethnicity, race, socio-economic status, age) of the organization's clients:**



**E. Describe the geographic location of the organization:**



**F. Describe the general demographics (e.g., ethnicity, race, socio-economic status, age) of the community in which the organization is located:**





**G. Describe the community's need for resources (other than those the organization provides):**



**H. List other organizations to which referrals are made:**



**I. Who (agency field supervisor?) or what (organization brochure?) were your sources of information for completing this section:**



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**III. GENERAL TIME MANAGEMENT – To be completed by together, by Student and Agency Field Supervisor**

**A. List the days and hours in field placement:**



**B. List the date process recordings are due:**



**C. List the day, time, and length of individual field instruction:**



**D. List the day and time of group supervision conference, if applicable:**



**E. List the name(s) of task supervisor(s) and/or contact person in Agency Field Supervisor's absence:**



**F. If the plan is for you to rotate or change programs in the organization, specify the time frame for the rotation:**



**G. Please describe your plans for coverage over the break between fall and spring semester, if required by placement:**



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**IV. SELF-AWARENESS ASSESSMENT - To be completed by Student**

**A. In terms of "self-awareness," what do you know about yourself, your emotions, your interactions with others, etc., which will make you a more effective social worker?**



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



SAVE WORK

**V. STUDENT'S EXPECTATIONS FOR SUPERVISION IN FIELD INSTRUCTION - To be completed by Student**

**A. Describe your expectations of the supervision process:**



**B. Describe your expectations of yourself in supervision:**



**C. Describe your expectations of your Agency Field Supervisor:**



SAVE WORK

**VI. AGENCY FIELD SUPERVISOR TEACHING PLAN - To be completed by Agency Field Supervisor**

**A. Detail your expectations of your student in supervision:**



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



C. Describe your plan for use of a Task Supervisor with your student (if applicable).

1. Role of Task Supervisor:



**VII. CALSWEC CURRICULUM COMPETENCIES FOR PUBLIC CHILD WELFARE - To be completed by Agency Field Supervisor**

## TITLE IV-E STUDENT SUPPLEMENTAL LEARNING AGREEMENT

*All Learning Agreements must indicate how the CalSWEC Curriculum Competencies for Public Child Welfare will be included in the field placement experience and how the CalSWEC Behaviors for Specialized Practice in Public Child Welfare will be incorporated (taken from the CalSWEC Title IV-E Program Program Guide). Below are the 9 CalSWEC Curriculum Competencies for Public Child Welfare.*

### COMPETENCY 1: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE

#### PUBLIC CHILD WELFARE COMPETENCY 1 (CW1)

Social work students should:

- CW1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies, and procedures. (See related Competency 5.)
- CW1.2 Engage in active dialogue with field faculty/instructors regarding child welfare field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.
- CW1.3 Develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child welfare system.
- CW1.4 Effectively manage professional boundary issues and other challenges arising during child welfare 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.
- CW1.5 Develop and sustain relationships with interdisciplinary team members, including social workers, placement settings, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff, Tribes, Tribal agencies, Tribal Courts, state

court systems, and others, that reflect clear understanding of their roles in public child welfare settings.

CW1.6 Demonstrate both knowledge of the history and evolution of child welfare practice in the United States and California, and a commitment to lifelong learning around this practice.

CW1.7 Follow all ethical guidelines and legal mandates in the use of technology to maintain the confidentiality of all personal, child welfare-related, and health-related information.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## **COMPETENCY 2: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE**

### **PUBLIC CHILD WELFARE COMPETENCY 2 (CW2)**

Social work students should:

CW2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public child welfare.

CW2.2 Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and child welfare settings.

CW2.3 Adhere to relevant laws, policies, procedures, and government-to-government relationships with Tribes when serving American Indian/Alaska Native children and families.

CW2.4 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, Tribes, Tribal agencies, and Tribal Courts, juvenile justice, criminal justice, and court systems, integrated behavioral health care systems, and medical systems.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## **COMPETENCY 3: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE**

### **PUBLIC CHILD WELFARE COMPETENCY 3 (CW3)**

Social work students should:

CW3.1 Clearly articulate the systematic effects of discrimination, oppression, and stigma on the quality and delivery of child welfare services and identify and advocate for policy changes needed to address these issues.

CW3.2 Advocate for a social justice practice framework in public child welfare, and support self-advocacy for children, youth, young adults, and families receiving child welfare services.

CW3.3 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 the child welfare system.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## **COMPETENCY 4: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE**

### **PUBLIC CHILD WELFARE COMPETENCY 4 (CW4)**

Social work students should:

CW4.1 Demonstrate the ability to understand, interpret, and evaluate the benefits and limitations of various evidence based and evidence-informed treatment models as they influence child welfare practice.

CW4.2 Engage in critical analysis of research findings, practice models, and practice wisdom that inform child welfare practice, including how research practices have historically failed to address the needs and realities of exploited and/or disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.

CW4.3 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, families, and multidisciplinary service providers.

CW4.4 Apply research findings to child welfare practice with individuals, families, and communities and to the development of professional knowledge about the field of child welfare.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## **COMPETENCY 5: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE**

### **PUBLIC CHILD WELFARE COMPETENCY 5 (CW5)**

Social work students should:

CW5.1 Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including, but not limited to:

- Child welfare-relevant California Welfare and Institutions Code
- Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare-relevant Children’s Bureau policy guidance
- Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012) • Indian Child Welfare Act of 1978
- Other current child welfare-relevant legislation and policies

CW5.2 Understand and adhere to local policies and procedures that influence child welfare practice.

CW5.3 Engage with the political and legislative arena of public child welfare through involvement with relevant

- Maintaining ongoing familiarity with changes to child welfare-related legislation and the rationale for such changes, including reviewing recent All County Letters (ACLs) and All County Information Notices (ACINs) on the California Department of Social Services (CDSS) website;
- Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of child welfare; and
- Attending Legislative Lobby Day events in Sacramento.

CW5.4 Utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, state, and federal policies during child welfare practice.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## **COMPETENCY 6: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE**

### **PUBLIC CHILD WELFARE COMPETENCY 6 (CW6)**

Social work students should:

CW6.1 Appropriately engage and activate children, youth, young adults, families, other care providers, Tribes, and communities in the development and coordination of case plans oriented toward safety, permanency, and wellbeing.

CW6.2 Effectively utilize interpersonal skills to engage children, youth, young adults, families, other care providers, Tribes, and communities 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.

CW6.3 Recognizing the complex nature of concurrent planning in child welfare, ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent.

CW6.4 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.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## **COMPETENCY 7: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE**

### **PUBLIC CHILD WELFARE COMPETENCY 7 (CW7)**

Social work students should:

CW7.1 Identify, understand, and implement appropriate child welfare screening and assessment tools.

CW7.2 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, Tribal systems, behavioral health care systems, and medical care systems.

CW7.3 Engage in effective and ongoing critical analysis of child welfare assessment data that:

- Reflects child, youth, young adult, family, and support systems' strengths and desires;
- Acknowledges the effects of intervention on family and community members;
- Addresses the impacts of trauma, adverse health conditions, and co-occurring disorders; and
- Culminates in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement.

CW7.4 Document and maintain all child welfare 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.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:



## **COMPETENCY 8: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE**

### **PUBLIC CHILD WELFARE COMPETENCY 8 (CW8)**

Social work students should:

CW8.1 In partnership with children, youth, young adults, families, and Tribes, develop appropriate case plans based on key principles and contemporary theories/models of child welfare with a focus on safety, permanency, and well-being. Plans should:

Reflect cultural humility and acknowledgement of individualized needs; Incorporate child and family strengths;

Utilize community resources and natural supports;

Incorporate multidisciplinary team supports and interventions; Focus on permanency and

concurrent planning; and

Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family's involvement with the child welfare system.

CW8.2 Apply the principles of teaming, engagement, inquiry, advocacy, and facilitation within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and service providers to accomplish intervention goals.

CW8.3 Demonstrate effective case management skills with families with the goals of safety,

permanency, and CW8.4 Effectively plan for interventions in ways that incorporate

thoughtfully executed transitions during time limited

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## **COMPETENCY 9: CALSWEC BEHAVIORS FOR SPECIALIZED**

### **PRACTICE PUBLIC CHILD WELFARE COMPETENCY 9 (CW9)**

Social work students should:

CW9.1 Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines in Child Welfare Statewide Automated Child Welfare Information System (SACWIS).

CW9.2 Conduct accurate process and outcome data analysis of engagement, assessment, and

interventions in child welfare practice.

CW9.3 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.

CW9.4 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.

OPTIONAL: List activities/tasks/assignments in the field internship that you will assign the student intern that will support mastery of this competency:

## **SIGNATURES:**

Field Instructor

Student

## **AGENCY ORIENTATION AND SAFETY CHECKLIST - Agency Field Supervisor to complete with Student**

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### **Agency Overview**

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

### **Agency Policies and Protocols**

- Review office procedures, supplies, and provisions
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review agency, department, and/or unit meeting schedule
- Review client record/charting policies and procedures
- Review forms for documentation/accountability

- Review regulations regarding confidentiality, release of information, etc.
- Review client fees/payment schedule
- Review client emergency protocol / safety procedures
- Review child or elder abuse reporting protocol
- Review work schedule, including lunch and breaks
- Review information/referral policy
- Review agency policy regarding harassment
- Review agency policy regarding discrimination
- Review agency policy regarding the *Americans with Disabilities Act*
- Review agency policy regarding OSHA
- Review agency policy regarding HIPAA
- Review protocol for home and community visits (including preparation for the visit, knowing the neighborhood, safety during the visit and emergency procedures)
- Review protocol for building safety and after-hours policy
- Review protocol for earthquake, fire and other disasters
- Review protocol for dealing with hazardous waste
- Review protocol for compliance with CDC Guidelines for physical distancing, handwashing, use of face masks, methods of minimizing exposure, and methods for routine environmental cleaning
- Provide student intern with necessary personal protective equipment in accordance with Cal/OSHA Interim Guidance on Covid-19 for Healthcare facilities <https://www.dir.ca.gov/dosh/coronavirus/COVID-19-Interim-Guide-for-Hospital-Workers.html>
- Confirm that Agency is taking measures to reduce or prevent infection hazards pursuant to the CDC Interim Guide for Business and Employers to Plan and respond to Coronavirus Disease 2019 (COVID-19) <https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>

**Agency Field Supervisor/Student Responsibilities**

- Review expectations for supervision and schedule
- Review educationally based recording schedule
- Review use of preceptor (if applicable)
- Review plan for diversity/multi-cultural experiences
- Review plan for monitoring of student hours (by both agency field supervisor and student)
- Review agency training or staff development opportunities
- Review student's personal safety issues and concerns, and strategies to deal with them

**SIGNATURES:**

**Agency Field Supervisor:**

**Student:**

## **California State University San Marcos MSW Program Guidelines and Limitations for Student Field Placement**

As you begin your field experience with a community organization, school or health center, you are probably eager to get involved and to make a difference in the lives of people with whom you work and the organizations in which you serve. We expect you will view yourself as a representative of California State University San Marcos in the community. Carefully read through and abide by the following guidelines created to assist you in having the best and most productive field experience possible:

### **1. Ask for help when in doubt.**

Your site or field supervisor understands the issues at your site and you are encouraged to approach her/him with problems or questions as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations. You may also contact your CSUSM Field Seminar Professor or your professor's support staff with questions concerning your placement.

### **2. Be punctual and responsible.**

Although you are not being compensated for your time spent on your community assignment, you are participating in the organization as a reliable, trustworthy and contributing member of the community team. Both the administrators and the persons whom you serve rely on your punctuality and commitment in completing your hours over the entire course of the semester.

### **3. Call if you anticipate lateness or absence.**

Call your site supervisor if you are unable to come in or if you anticipate being late. Again, the site will come to depend on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of their needs.

### **4. Respect the privacy of all clients.**

CSUSM students may be given access to confidential information as part of their projects. Students will work with their site or field supervisor to make sure they have a good understanding of what information should be considered confidential including, but not limited to, all organization documents, emails, presentations, client lists, and any communication marked for proprietary or confidential use only. If you are privy to confidential information with regard to the organization and/or people with whom you are working you must treat it as confidential and follow all codes and standards of ethics that apply. In addition, at all times you are to treat all personal data received pursuant to commonly accepted standards of patient confidentiality in accordance with

applicable federal, state and local laws and regulations. You will not disclose

to any person or organization, reproduce, or use any information furnished by the organization other than for the purposes related to your course assignments or CSUSM approved project. You will use pseudonyms in your course assignments and CSUSM projects if you are referring to clients or the people you work with.

**5. Show respect for the community organization or school for whom you work.**

Placement within a community organization or school is an educational opportunity and a privilege. It is imperative that you conduct yourself in a professional and ethical manner by respecting the rights and confidentiality of your supervisor, coworker(s), and clients.

**6. Be appropriate.**

You are in a fieldwork situation and are expected to treat your supervisor, co-worker(s) and clients with courtesy and kindness. Dress comfortably, neatly, and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other scholars to follow as part of Cal State San Marcos's ongoing learning programs.

**7. Be flexible.**

The level or intensity of activity at a field experience site is not always predictable. Your flexibility to changing situations can assist the operation to run smoothly and produce positive outcomes for everyone involved.

**8.** Comply with AGENCY'S requirements for immunizations and test, including but not limited to health examinations, rubella, MMR, tuberculin skin test and chest x-ray, if determined appropriate by AGENCY. Student shall also follow AGENCY'S policies and procedures regarding blood-borne pathogens, including but not limited to, universal precautions.

**9.** I understand and acknowledge that neither the University nor the AGENCY assumes any financial responsibility in the event I am injured or become ill as a result of my participating in this learning activity. I understand that I am personally responsible for paying any costs I may incur for the treatment of any such injury or illness. I acknowledge that the University recommends that I carry health insurance.

10. In addition to the above expectations, as a participant in your field experience class you are also responsible for the following limitations.

The following CSUSM MSW Program policies represent **BEST PRACTICES FOR SAFETY IN THE FIELD AND WE ASK FOR SUPERVISOR'S SUPPORT IN FOLLOWING THESE GUIDELINES:**

- Students are never permitted to transport (drive) clients - not in their own vehicle OR in an agency vehicle; there are no exceptions to this policy.
- Students are permitted to meet clients in community settings where others are present, without an agency staff present, provided an agency staff is aware of the exact location a student will meet with a client in the community. In this case, agency staff must be available to the student should an emergency or crisis occur (ie., staff must be available by phone or in person).
- Students are not permitted to be alone in an agency office. At least one agency staff must also be present in the office while a student intern is present.
- The agency must provide students with basic safety training protocols unique to their agency, and unique to the client population served by the agency. We expect this to be covered during the on-boarding process you conduct with the student (usually done by agency HR) and also as part of the Agency Orientation Checklist in the Learning Agreement ("Agency Overview") that the Field Supervisor completes with their student intern (your signature on this checklist indicates that you have reviewed safety protocols and procedures with your student intern).
- NEVER report to your service site under the influence of drugs or alcohol.

- NEVER give or loan client money or other personal belongings.
- NEVER make promises or commitments to a client you cannot keep.
- NEVER conduct home visits OR meet clients in the community unless you have completed the CSUSM approved Safety Training Course AND provided an agency staff is aware of the exact location you will meet with a client. In this case, agency staff must be available to the student should an emergency or crisis occur (i.e., staff must be available by phone or in person).
- NEVER transport clients, not in your own vehicle OR in an agency vehicle. Certain exceptions apply.
- NEVER tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- NEVER tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of the age, race, gender, sexual orientation, or ethnicity.

In case of student injury, contact: University Police at (760)750-4567

**SIGNATURES:**

**Agency Field Supervisor:** Guidelines & Limitations

**Student** Guidelines & Limitations

**COMPREHENSIVE SKILLS EVALUATION**

**(SUPERVISOR to be completed at the end of each semester)**

**INSTRUCTIONS FOR RATING INTERNS:**

**Level 1** = The intern **does not yet demonstrate basic skill** in this area

**Level 2** = The intern is **beginning to demonstrate basic skill** in this area

**Level 3** = The intern **often demonstrates basic skill** in this area; however, intern's **performance is uneven**


**Level 4** = The intern **consistently demonstrates skill** in this area

**Level 5** = The intern **demonstrates a high level of skill** in this area



**NARRATIVE SECTIONS:**



Please comment on areas that need work, as well as on strengths. It is essential for both the student and the school to have this section completed. **Comments are required when ratings are at Level 1.**

**SKILLS EVALUATION INSTRUCTIONS:** Please rate students on each of these Practice Behaviors (using the rating scale listed above), at the end of each fall and spring semester. **IN THE SPRING SEMESTER EVALUATION, PLEASE RATE STUDENT'S PERFORMANCE OVER THE ENTIRE YEAR**

| COMPETENCY #1 -- Demonstrate Ethical and Professional Behavior  | Fall                 | Spring               |
|---|----------------------|----------------------|
| 1. Seek critical feedback from multiple sources and demonstrate openness and self-reflection to facilitate autonomous practice  | <input type="text"/> | <input type="text"/> |
| 2. Effectively manage professional boundary issues arising in the course of work, particularly ambiguities presented by highly involved and potentially emotionally triggering aspects of the work.   | <input type="text"/> | <input type="text"/> |
| 3. Develop and sustain effective relationships with interdisciplinary team members, including doctors, nurses, law enforcement, teachers, substance abuse treatment staff and others, that reflect clear understanding of their role as a social work professional. |                      |                      |
| <p><b>Comments:</b></p>    |                      |                      |
| <input type="button" value="SAVE WORK"/>  |                      |                      |
| COMPETENCY #2 -- Engage Diversity and Difference in Practice  | Fall                 | Spring               |



|  |                      |                      |
|--|----------------------|----------------------|
| <p>4. Use practice methods that acknowledge and respect the reciprocal relationship between diverse individuals and the various systems with which they interact (including, but not limited to: family, community, child welfare, school/educational, criminal justice, behavioral health, and health systems).</p> | <input type="text"/> | <input type="text"/> |
| <p>5. Effectively respond to dimensions of diversity and difference in practice.</p>   |                      |                      |
| <p><b>Comments:</b></p>   |                      |                      |
| <p><a href="#">SAVE WORK</a></p>   |                      |                      |
| <p><b>COMPETENCY #3 -- Advance Human Rights and Social, Economic, and Environmental Justice</b></p>  | <p><b>Fall</b></p>   | <p><b>Spring</b></p> |
| <p>6. Recognize the effects of stigma, oppression, discrimination, and historical trauma on client and client systems to advance social justice.</p>   | <input type="text"/> | <input type="text"/> |
| <p>7. Demonstrate effective leadership, informed by context and setting, to empower individuals, families, groups, organizations, and communities.</p>   |                      |                      |
| <p><b>Comments:</b></p>   |                      |                      |
| <p><a href="#">SAVE WORK</a></p>   |                      |                      |

| <b>COMPETENCY #4 -- Engage In Practice-informed Research and Research-informed Practice</b>                                     | <b>Fall</b>          | <b>Spring</b>        |
|---|----------------------|----------------------|
| 8. Clearly communicate research findings and implications, as well as their applications to social work practice.               | <input type="text"/> | <input type="text"/> |
| 9. Demonstrate the integration of research evidence with practitioner expertise and client/constituent context.                 |                      |                      |
| <p><b>Comments:</b></p>                        |                      |                      |
| <input type="button" value="SAVE WORK"/>  |                      |                      |
| <b>COMPETENCY #5 -- Engage in Policy Practice</b>   | <b>Fall</b>          | <b>Spring</b>        |
| 10. Advocate with and inform stakeholders, administrators, and policy makers to influence policies that impact client services. | <input type="text"/> | <input type="text"/> |
| 11. Use evidence-based practice and practice-based evidence to promote policies that advance social and economic justice.       | <input type="text"/> | <input type="text"/> |
| 12. Build coalitions and collaborative relationships that improve and enhance services.   |                      |                      |
| <p><b>Comments:</b></p>                      |                      |                      |

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**COMPETENCY #6 -- Engage with Individuals, Families, Groups, Organizations, and Communities**

**Fall**

**Spring**

13. Apply knowledge of strengths, risk factors, vulnerabilities, and resiliencies of clients and/or larger systems to advanced generalist practice.

14. Demonstrate an applied understanding of intrapersonal, relational, and systemic factors when engaging individuals, families, groups, organizations, and communities.

15. Apply effective and appropriate communication, coordination and advocacy with other providers and interdisciplinary teams to address mutually agreed upon goals.

**Comments:**



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**COMPETENCY #7 -- Assess Individuals, Families, Groups, Organizations, and Communities**

**Fall**

**Spring**


16. Engage in flexible and ongoing assessment that is responsive to the unique needs, strengths and limitations of clients and constituencies.


17. Utilize assessment data from all relevant parties and include appropriate screening and assessment tools as part of a comprehensive assessment.

**Comments:**



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| <b>COMPETENCY #8 -- Intervene with Individuals, Families, Groups, Organizations, and Communities</b>                               | <b>Fall</b>          | <b>Spring</b>        |
|--|----------------------|----------------------|
| 18. Implement collaborative, client-centered, culturally appropriate, and evidence supported interventions.                        | <input type="text"/> | <input type="text"/> |
| 19. Engage in strengths-based interventions at all levels that are guided by the principles of recovery, wellness, and resilience. |                      |                      |
| <p><b>Comments:</b></p>                         |                      |                      |
| <p>SAVE WORK</p>   |                      |                      |
| <b>COMPETENCY #9 -- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>                       | <b>Fall</b>          | <b>Spring</b>        |

|   |                      |                      |
|---|----------------------|----------------------|
| 20. Utilize a structured process to evaluate practice and promote change.   | <input type="text"/> | <input type="text"/> |
| 21. Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based treatment models as they inform practice and apply them to the needs of individuals, families, groups, organizations, and communities. |                      |                      |
| <p><b>Comments:</b></p>    |                      |                      |
| <input type="button" value="SAVE WORK"/>  |                      |                      |

**AGENCY FIELD SUPERVISOR NARRATIVE OF STUDENT PERFORMANCE**

**ADVANCED YEAR COMPREHENSIVE SKILLS EVALUATION**

**Summarize overall assessment: i.e., strengths and areas needing further development after Fall Semester:**



**Fall Semester:**

*Agency Field Supervisor signature*

*Student signature*

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

---

## ADVANCED YEAR COMPREHENSIVE SKILLS EVALUATION

**Summarize overall assessment: i.e., strengths and areas needing further development after Spring Semester:**



**Spring Semester:**

Click to sign Completed Document

*Agency Field Supervisor signature*

Click to sign Click to

*Student signature*

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

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

SAVE

## Appendix IV – Corrective Action Plan for Field Practicum



### CSUSM DEPARTMENT OF SOCIAL WORK

### CORRECTIVE ACTION PLAN FORM FOR FIELD PRACTICUM

### **FORM TO BE COMPLETED BY AGENCY AGENCY FIELD SUPERVISOR**

|                         |  |
|-------------------------|--|
| Today's Date            |  |
| Student                 |  |
| Agency                  |  |
| Agency Field Supervisor |  |
| Start Date of Placement |  |

*The Agency Field Supervisor and agency have concerns regarding this student's performance in fieldwork. Because of this concern, it is appropriate that a formal plan be developed to address this critical component of the student's field performance.*

#### **Level of Concern:**

Agency Field Supervisor's Level of concern (please circle):

***Mild: situation is worked out in field with Agency Field Supervisor***

***Moderate: intervention is required with additional training and school involvement, notification of Director of Field Education and Seminar Instructor.***

***Severe: Student is at risk of losing placement if identified behaviors and/or skill level is not immediately corrected.***

***Extreme: Student is being asked to leave this field placement***

***Other: Please explain***

**Statement of presenting issue/concerns:**

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

**Steps that have already been taken to address the above issues:**

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

**List further action necessary for remediation in order to preserve field placement:**

- 1.
- 2.
- 3.

**Time frame for Remediation:**

- 1.
- 2.
- 3.



**Outcome Consequences if remediation not achieved:**

1.

2.

The signatures below indicate that all parties agree to and will abide by the procedures as explained in the document. Additionally, the student signature below indicates that the student is aware of the policy of the CSUSM Department of Social Work, which states that if students cannot remediate corrective actions set forth in this document the Department and or the field agency reserves the right to remove the student from the field practicum site.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Field Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Field Education

\_\_\_\_\_  
Date

## Appendix V – Student Learning Log



California State University  
SAN MARCOS

### **Student Learning Log**

The Learning Log is a journal of your field placement experience. One of the most important aspects of developing a clinical persona is self-awareness. In a clinical setting, this is known as countertransference. By journaling experiences in field and related feelings, the emerging social worker becomes more aware of where they are personally, intellectually, and professionally.

The purpose of the Learning Log is to assist the beginning social worker in identifying self-awareness and developing a set of coping skills and resources need to be an effective practitioner. Ideally, the Log should have entries each week while in field and contain the following reflections:

1. Social work ethics/values and your thoughts about ethical behavior, value conflicts, and ethical dilemmas
2. Working with different populations
3. Agency policy and its impact on clients
4. Resiliency in your clients/community
5. Multi-agency collaborations: what's working, what's not
6. Social justice issues
7. Cultural competence
8. Empowerment practices
9. Leadership models in your agency
10. Feelings about the difficult problems/circumstances people face
11. Observations of staff and their use of skill, how they manage their time, your time
12. Reactions to your role, engaging in relational processes, troubling or powerful experiences
13. Questions and thoughts about how your activities relate to the profession of social work, how are you reconciling differences? How do you value your experience?
14. How your own background/experiences influences your role as a helper/advocate

While it is not expected that the weekly entry contain all of those listed, these common issues arise in field and should be reflected in the entries throughout the field year.

## Appendix VI – Agency/Field Supervisor Evaluation of Field Program



### **2020-2021 Agency/Field Supervisor Evaluation of MSW Field Practicum Program**

We would like your evaluation of the CSUSM MSW Field Practicum program. Your feedback provides valuable insight into areas that are working well and those that may need revisions. Please note the term "Field Faculty Liaison" refers to the CSUSM Field Faculty who conducts site visits and is the agency's primary liaison with the University.

Name of Field Faculty Liaison

---

Name of Agency/Program

---

| Please indicate the extent to which you agree with the following statements:   | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|--|----------------|----------------|----------------------------|-------------------|-------------------|
| The CSUSM MSW Department works actively with my agency to develop rich social work learning opportunities for field students | 0              | 0              | 0                          | 0                 | 0                 |
| The Field Faculty Liaison makes sufficient contact and offers support and obtains feedback                                   | 0              | 0              | 0                          | 0                 | 0                 |
| The CSUSM MSW Department prepares students to actively participate in and use supervision                                    | 0              | 0              | 0                          | 0                 | 0                 |
| The CSUSM MSW Department promotes student adherence to the NASW Code of  | 0              |                |                            | Ethics            |                   |

The Field Faculty Liaison is helpful at facilitating Field Supervisors' and students' preparation of learning agreements

0 0 0 0 0

The Field Faculty Liaison actively monitors students' progress on learning agreements

0 0 0 0 0

The CSUSM MSW Department is flexible on student's field schedules when agency time conflicts arise

0 0 0 0 0

The Field Faculty Liaison is available and provide timely responses to questions and concerns

0 0 0 0 0

When problems arise in the field, the Field Faculty Liaison provides sufficient assistance in problem resolution

0 0 0 0 0

The CSUSM  
MSW  
Department  
training for  
Agency Field  
Supervisors/Field  
Supervisors has  
been valuable to  
me

0

0

0

0

0

Please provide any additional feedback you think would help us continue to improve our program.

---

---

## Appendix VII – Student Evaluation of Field Practicum



### 2020-2021 MSW Student Evaluation of Field Practicum Program

**Purpose:** This evaluation form was created as a means of improving the quality of the MSW Field Education Program at CSUSM. At the end of the evaluation is a section asking you to indicate your preference in allowing the Program to share this information with your prior Agency Field Supervisor and placement agency. By providing feedback to the agency, our goal is to improve the quality of the practicum experience for future students in that setting.

Student Name

---

Field Supervisor Name

---

Agency

---

Q1 Please rate the overall attitude of the agency toward social work student training:

- Excellent
- Very good
- Satisfactory
- Fair
- Unsatisfactory

Q2 If you chose Fair or Unsatisfactory; please tell us why:

---

Q3 Please rate the overall quality of the agency's orientation to the field placement:

- Excellent
- Very good
- Satisfactory
- Fair
- Unsatisfactory

Q4 You chose Fair or Unsatisfactory; please tell us why:

---

Q5 Were you given specific responsibility for direct client contact or appropriate assignments within the first three weeks of placement?

- Yes
- No



Q6 Optional comments:

---

Q7 Please rate the extent to which your placement offered assignments and experiences which allowed you to practice and apply concepts, principles and techniques learned in the classroom:

- Excellent
- Very good
- Satisfactory
- Fair
- Unsatisfactory

Q8 You chose Fair or Unsatisfactory; please tell us why:

---

Q9 Please rate the extent to which the agency offered a full range of social work practice assignments and learning experiences to help you master social work EPAS competencies:

- Excellent
- Very good
- Satisfactory
- Fair
- Unsatisfactory

Q10 You chose Fair or Unsatisfactory; please tell us why:

---

Q11 Please rate the extent to which your placement offered opportunities to work with clients of diverse racial, ethnic and cultural backgrounds:

- Excellent
- Very good
- Satisfactory
- Fair
- Unsatisfactory

Q12 You chose Fair or Unsatisfactory; please tell us why:

---

Q13 How effective was your Field Supervisor in helping you develop social work skills and competencies?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not at all effective

Q14 Please tell us why you feel this way:

Q15 How well did your Field Supervisor help create an environment in which you felt you could take risks, ask questions, make mistakes or express a difference of opinion?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not at all

Q16 Please tell us why you feel this way:

---

Q17 How effective was your Field Supervisor in helping you work out whatever problems arose in relation to your field placement?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not at all effective

Q18 Please tell us why you feel this way:

Q19 How well did your Field Supervisor model professional social work values and ethics?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not at all

Q20 Please tell us why you feel this way:

---

---

---

Q21 How well did your Field Supervisor communicate clear and consistent expectations to you?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not at all

Q22 Please tell us why you feel this way:

---

Q23 How effective was your Field Supervisor in assessing your strengths and limitations as the field placement progressed?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not at all effective

Q24 Please tell us why you feel this way:

---

---

---

Q25 How well did your Field Supervisor help you to integrate the class and field experience?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not at all

Q26 Please tell us why you feel this way:

---

Q27 Did your Field Supervisor schedule and keep regular weekly supervision with you?

- All of the time
- Most of the time
- Some of the time
- Not at all

Q28 Optional comments:

---

---

---

Q29 Was your Field Supervisor available to you at times other than your weekly supervision?

- All of the time
- Most of the time
- Some of the time
- Not at all

Q30 Optional comments:

---

Q31 Did your experience at the agency contribute positively to your identity as a social worker?

- Definitely
- Moderately
- Slightly
- Not at all

Q32 Please tell us why you feel this way:

---

Q33 Overall, how do you rate your MSW Internship experience at the agency?

- Excellent
- Very good
- Satisfactory
- Fair
- Unsatisfactory

Q34 You chose Fair or Unsatisfactory; please tell us why:

---

Q35 Other comments:

---

Q36 SIGNATURE & RELEASE OF INFORMATION: I grant permission to the CSUSM Master of Social Work Program to release this evaluation form to my prior Field Supervisor and placement agency. I understand my permission will expire in 12 months from the date of my signature, unless I revoke it sooner. This release may be revoked at

any time by written request to the MSW Field Education Director. Yes, I do grant permission

No, I do not grant permission

Please sign your name below:

---



## Appendix VIII – Competency Activities in Field Practicum

### Competency Activities Grid for Field Practicum Internship & Competency Activities Guide for Supervisors

This Grid is designed to help supervisors track their student interns' activities/tasks at the internship. **The internship practicum should provide various opportunities to engage in learning opportunities related to each of the 9 Social Work Competencies listed below.** As the student engages in activities related to these competencies while in field internship practicum, the student should record them on this sheet AND share the grid with you during regular supervision hours, throughout the semester. **By Week #14 of the semester, this grid must be completed, LISTING 2-3 ACTIVITIES THE STUDENT ENGAGED IN RELATED TO EACH COMPETENCY.** This should be completed in both Fall and Spring Semester. At the end of each semester the student and supervisor will review the grid and discuss their professional growth and progress gained in mastering each competency, reflecting on the specific tasks in which the student engaged.

**IMPORTANT NOTE: The student must submit this form order to receive a grade of CREDIT for field education.**

| Social Work Competency  | List 2-3 Tasks Performed in Field Practicum Related to Competency |
|---|---|
| <b>Competency 1: Demonstrate Ethical and Professional Behavior</b>  | 1)<br>2)<br>3)  |
| <b>Competency 2: <a href="#">Advance Human Rights and Social, Racial, Economic, and Environmental Justice</a></b> | 1)<br>2)<br>3)  |
| <b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>                      | 1)<br>2)<br>3)  |
| <b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>                          | 1)<br>2)<br>3)  |
| <b>Competency 5: Engage in Policy Practice</b>  | 1)<br>2)<br>3)  |
| <b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>                    | 1)<br>2)<br>3)  |
| <b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>                         | 1)<br>2)<br>3)  |
| <b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>                 | 1)<br>2)<br>3)  |
| <b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>         | 1)<br>2)<br>3)  |

We have reviewed this document and discussed progress made toward mastering the competencies outlined:

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

Field Agency Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Below are examples of activities relevant to each of the 9 Social Work competencies. The Agency Field Supervisor and student intern should use this as a guide, throughout the semester to ensure that the student intern is engaging in competency specific learning opportunities in the field internship.**

**EXAMPLES of Competency Based Activities/Tasks for Supervisors to assign MSW student interns**

**1. Demonstrate Ethical and Professional Behavior: Competency Activity Examples to assign your MSW student intern:**

- Keep a reflective journal log of professional development and challenges; submit to field instructor weekly for discussion in supervision.
- Summarize learning from Ethics training and classes; relate to current agency policies and client/system issues in weekly supervision or written reports.
- Attend multidisciplinary staff meetings and discuss social work perspective and roles regarding projects and/or cases; observe and analyze different disciplines' roles and viewpoints with field instructor.
- Present cases/issues according to professional presentation guidelines in team meetings and supervision. Review and discuss social work theories and principles that apply to student agency work.
- Create a weekly agenda for supervision that includes reports on clients/projects, integration of classroom learning, and personal reflections regarding professional development.

**2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice: Competency Activity Examples to assign your MSW student intern:**

- Familiarize yourself with current political events and their effects on clients. Discuss with field instructor.
- Reflect on your own experiences of oppression and discrimination and discuss with field instructor.
- Contact legislators about a current advocacy need and assist clients to do the same.
- Research lobby days, attend if possible; if not, learn about the lobby process and write a letter to local legislator requesting action on pending legislation that affects clients/constituents.

**3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice: Competency Activity Examples to assign your MSW student intern:**

- Student should be assigned a diverse caseload and work with a task field instructor of differing ethnicity and/or gender; discuss with field instructor the perspectives and issues that arise in working across difference.
- Maintain a caseload of non-majority clients; attend relevant trainings to learn about generational trauma, language, cultural practice; apply knowledge in work with clients, documentation of case notes, team meetings; discuss insights with field instructor.
- Keep a reflective journal log in which to record observations of practice, cultural considerations, personal reactions, and ideas for using strengths-based and empowerment perspectives. Discuss experiences with field instructor in supervision.
- Supervisor should be talking in supervision about ADEI from a micro, mezzo and macro level. On a micro level, supervisors should be talking ensuring student interns work with clients from an ADEI lens; from a mezzo level, supervisors should provide opportunities for student interns to engage with and empower clients to understand how to vote, provide information and education on how to navigate systems that are impacting the client; on a macro level supervisors should be providing students with opportunities to engage with the agency and other community agencies to promote ADEI within organization.

**PLEASE REVIEW THE LAST PAGE OF THIS DOCUMENT FOR MORE INFORMATION ON HOW TO INCORPORATE ADEI TOPICS IN WEEKLY SUPERVISION**

#### **4. Engage in Practice-Informed Research and Research-Informed Practice: Competency Activity**

##### **Examples a to assign your MSW student intern:**

- Research and apply effective interventions with non-majority (ie., Latino, Vietnamese, Filipino) individuals and families and present to field instructor and staff.
- Discuss various evidence-based interventions with Field Supervisor, apply theories and interventions learned in the classroom with clients in field setting.
- Attend trainings that teach evidence-based practices and interventions with specialized populations.
- Discuss with Field Supervisor what research and/or evaluation practices are implemented in the Agency.

#### **5. Engage in Policy Practice: Competency Activity examples to assign your MSW student intern:**

- Observe and analyze effectiveness of organization/department policies and procedures in serving target population. Discuss in supervision.
- Analyze gaps in services related to current budget projections; make written recommendations for meeting client needs and discuss with Field Supervisor.
- Participate in community/field of practice coalition meetings to analyze trends and needs, develop coordinated approaches to advocating for improved laws or standards, and assist in writing reports or articles to communicate plans and results to the community.
- Discuss with your Field Supervisor local/federal policies that affect agency services
- Advocacy and Lobbying: Social worker interns can advocate for changes in laws and policies at local, state, or national levels. This can involve researching which district your agency is in and learning about the representatives from that district to do the following on behalf of your agency and clients: sending emails about needed resources in the community, or participating in policy forums to push for reforms related to mental health, child welfare, or housing.
- Policy Analysis: Social work interns can analyze existing policies to assess their impact on vulnerable populations. This might involve researching data, reviewing policy documents, and evaluating how policies affect the individuals and communities they serve. They can begin by analyzing agency policies and then moving to other agencies and systems that clients engage in.
- Community Organizing: Social workers often engage in community organizing to mobilize groups around issues such as poverty reduction, racial justice, or substance abuse prevention. Student interns could help build coalitions, facilitate community meetings, and develop action plans.
- Program Development: Social work interns can develop and implement programs that address specific needs identified through analyzing current agency policies and/or client and community feedback. This could involve designing interventions, securing funding, and managing program operations.
- Policy Advocacy Research: Conducting research to support advocacy efforts is another important activity. Social work interns could gather and analyze data on issues such as child abuse rates, homelessness, or domestic violence to build a case for policy change.
- Training and Education: Social work interns should receive training and educational resources on public on policy issues. This could include attending workshops, seminars, or other events that highlight the implications of certain policies and advocate for best practices.
- Creating Policy Briefs: Social work interns can practice writing a policy brief that summarize research findings, provide recommendations, and suggest practical solutions for the agency. These briefs help inform decision-making processes and advocate for effective policy solutions.

**6. Engage with Individuals, Families, Groups, Organizations, and Communities: Competency Activity examples to assign your MSW student intern:**

- Introduce self and role to clients in informal settings such as common room, front lobby, meal service; get to know clients as people without focus on problems; during supervision identify areas of comfort and discomfort in client engagement
- Contact constituents by telephone and in focus groups to learn about community needs and questions, introduce agency and student role, and explore possibilities for greater involvement, focusing on listening, reflective paraphrasing, and clear communications..
- Interview constituents, clients, and/or colleagues in the agency setting to identify factors important to others in your working relationships; discuss in supervision.
- Seek feedback from field instructor, clients, and colleagues about ways to build rapport and trust in interpersonal interactions, and methods of setting goals that are mutually agreeable.

**7. Assess with Individuals, Families, Groups, Organizations, and Communities: Competency Activity examples to assign your MSW student intern:**

- Review examples of community/client assessments through agency documents; compare to assessment formats in the literature, and discuss in supervision.
- Shadow field instructor or colleague to observe assessment implementation, noting formal/informal style, areas of priority, cultural factors, analysis of meaning re agency mission and scope of practice; write up a shadow assessment, compare with staff assessment; debrief with field instructor.
- Role play an assessment with client/constituent/community with field instructor or colleague, and report on areas of confidence and discomfort, strengths-based perspectives, and goal-planning options.
- Conduct at least three client/program/community assessments as lead interviewer with a field instructor or colleague present; review areas of strength and difficulty, documentation accuracy, priorities and implications for intervention/next steps. Conduct, document, and review at least two assessments independently once fully trained, reporting progress in supervision.

**8. Intervene with Individuals, Families, Groups, Organizations, and Communities: Competency Activity examples to assign your MSW student intern:**

- Build a caseload of up to 5 clients to monitor progress towards goals, provide agency recommended models of intervention, and review contacts and documentation with field instructor. In supervision, compare and contrast agency methodologies with models of intervention found in the literature from research or classroom learning.
- Review client/group/community services to analyze possibilities for prevention services that might enhance treatment-oriented approaches or address community needs (e.g., anti-bullying education in schools, domestic violence education, culturally sensitive models of independent living supports, gathering information to counter proposed budget cuts).

**9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Competency Activity examples to assign your MSW student intern:**

- Review each client contact and file for progress toward mutually-agreed upon goals;

discuss with client and field instructor ways to maximize supportive counseling/services for goal attainment.

- Identify and utilize pre-post assessment/evaluation or data collection tools recommended by agency for use with clients/programs/community initiatives; discuss themes with field instructor.
- Review agency program evaluations via annual reports, quality assurance committee targets for improvement, social work database information, etc. to analyze service effectiveness; present themes and learnings to field instructor and in staff meetings.
- Develop and implement evaluation questions and format for clients/constituents/groups, program, or community assessment, identifying issues and needs with field instructor and participants; analyze results with field instructor, write a summary report.

### **Topics for social work supervisors to discuss with and assign student interns related to ALL EPAS Competencies:**

#### **1. Understanding Bias and Privilege**

- **Self-Reflection:** Encourage interns to reflect on their own biases and privileges.
- **Case Studies:** Discuss real-life scenarios where bias and privilege may impact social work practice.

#### **2. Cultural Competence**

- **Cultural Humility:** Emphasize the importance of cultural humility in interactions with clients.
- **Training Opportunities:** Identify and participate in cultural competence training sessions.

#### **3. Anti-Racism Practices**

- **Policy Review:** Examine agency policies through an anti-racist lens.
- **Client Interaction:** Discuss strategies for addressing racism in client interactions.

#### **4. Equity in Service Delivery**

- **Access to Resources:** Ensure equitable access to services for all clients.
- **Barriers to Equity:** Identify and address barriers that clients may face in accessing services.

#### **5. Inclusive Communication**

- **Language Use:** Discuss the importance of inclusive language and avoiding microaggressions.
- **Active Listening:** Practice active listening skills to better understand diverse client perspectives.

#### **6. Advocacy and Social Justice**

- **Policy Advocacy:** Engage in discussions about advocating for policies that promote social justice.
- **Community Engagement:** Encourage participation in community events and initiatives that support ADEI principles.

## **7. Intersectionality**

- **Complex Identities:** Explore how intersecting identities (e.g., race, gender, sexuality) impact clients' experiences.
- **Holistic Approach:** Develop strategies for a holistic approach to social work that considers multiple aspects of identity.

## **8. Ethical Considerations**

- **Ethical Dilemmas:** Discuss ethical dilemmas related to ADEI and how to navigate them.
- **Professional Boundaries:** Maintain professional boundaries while advocating for ADEI principles.

## **9. Self-Care and Resilience**

- **Burnout Prevention:** Address the importance of self-care in preventing burnout, especially when dealing with ADEI issues.
- **Support Systems:** Build a support system within the agency to discuss and process ADEI challenges.

## Appendix IX – Process Recording Instructions and Log



### Department of Social Work

#### PROCESS RECORDING GUIDELINES AND FORMATS

**Purpose of Process Recordings:** To enhance students' ability to recall the details of their interactive work with clients and/or colleagues; to write clearly and coherently about the complex thoughts, actions and feelings that comprise their social work practice; to reflect on their work, integrating theoretical concepts, skills and values that are being taught in the curriculum; and how they are mastering the ten core competencies.

**Process:** Each process recording should begin with IDENTIFYING INFORMATION, PURPOSE OF THE INTERVIEW OR CONTACT and the student's INITIAL OBSERVATIONS. This information sets the objective and subjective aspects of the interaction into context for the Agency Field Supervisor as well as demonstrating the student's growing understanding of the biopsychosocial realities and unique nesses of each practice situation. In addition, regardless of whether the student uses the Exemplar format below, those that follow, it is critical that a section on ASSESSMENT or ANALYSIS and PLANNING be included in the process recording.

**Example:** The following format is designed help students differentiate and integrate the cognitive and affective components of their interactions with clients.

| <b>Supervisor's Comments</b>   | <b>Interview Content (I said, She said)</b>  | <b>Gut-Level Feeling/ Response</b>   | <b>CLIENT'S FEELINGS/ AFFECT</b>   | <b>Identify Interventions &amp; Major Themes</b>   |
|--|--|--|--|--|
| The Agency Field Supervisor can make comments and give feedback right opposite the interaction or feelings/ reactions the student records. | Student uses this space to record interaction word-for-word. Includes verbal and non-verbal components. Include all others present, communications such as silence, interruptions, and other unplanned interactions. | Record how you were feeling as the dialogue, activity, or interaction was taking place. Be as open and honest as you can. Use this to look at your feelings and not to analyze the client's reactions. | Record what you observe to be client's feelings, and also what the client tells you about how she/he is feeling. | Analyze your interventions; Articulate the skills you are using; Assess your work. Identify practice behaviors used to master core competencies. |



## **PROCESS RECORDING OUTLINE FOR SOCIAL WORK PRACTICE WITH INDIVIDUALS, COUPLES OR FAMILIES:**

### **A. Identifying Information**

- Write a clear, concise statement about the client(s) and why they are seeing help.
- Include a brief statement about the age, sex, role, and other pertinent information for each person present in the session.
- If relevant, include a brief statement about other people involved in the situation, which are not present, and how they influence the situation.

### **B. Purpose of the Session**

- In a clear, concise statement, discuss the purpose of the session.
- Indicate what the client or family considers the purpose of the session to be.
- Indicate what you, as student social workers, consider the purpose of the session to be.
- Indicate how these perceptions of purpose are similar or different. If different, briefly discuss the implications of this difference.
- Discuss the relationship between this session and the previous one(s).

### **C. Initial Observations of the Client(s)**

- Describe briefly, in general terms, the physical and emotional climate at the beginning of the session.
- Describe your initial impressions of the attitudes and feelings of the client(s) at the beginning of the session.
- Describe the feelings and attitudes you brought to the session.
- Describe any significant changes in the client(s)' appearance and surroundings that occurred since the previous session.

### **D. Content of the Session**

- Describe how the session began.
- Describe the actual interaction between the client(s) and you, during the session. The content should be selective and focus on what is significant and pertinent.
- Specify pertinent information (content) communicated by the client(s) during the session.
- Describe how the client(s) and how you responded to this information (content).
- Describe the "feeling" content of the session, as it occurred, on both your part and the part of the client(s).
- Describe how the session ended.



## **E. Assessment**

- What is your current assessment of this client(s)? Include client(s)' strength and weaknesses.
- How is your current assessment the same as or different from your original assessment?
- Indicate the theory or other knowledge, learned in your other courses, that helps you understand the process and content of this session, e.g., what knowledge of human behavior or the human condition applies in this practice situation?

## **F. Plan for the Next Session**

- Write a brief statement of the plan for the next session.
- Explain how you and the client(s) engaged in a mutual process to formulate the plan.
- Explain how the plan relates to the problem for which the client(s) sought help.
- If relevant, specify what the client(s) are to do between the end of the current interview or session and the next time you meet.

## **G. Analysis of the Student Social Worker's Practice**

- Discuss your use of social work practice knowledge and skill during the interview or family session.
- What specific social work skills and/or techniques learned in your practice courses, did you use during the session?
- What specific social work skills and/or techniques, learned in your practice courses, could you have used during the session?
- What were the strengths and weaknesses in your practice during the session?
- Was the purpose of the session accomplished?

**NOTE: We request that full names not be used in recordings, only initials, in order to protect confidentiality. Student recordings do not become the property of the student. They should be destroyed at the end of the year or retained by the agency, as the material is confidential.**

## **PROCESS RECORDING OUTLINE FOR SOCIAL WORK PRACTICE WITH GROUPS:**

### **A. Information about the Group**

- Group Name or Type
- Meeting Number Date
- Group Members present:

### **B. Purpose of the Group or Meeting**

- Write a brief statement on the overall purpose of the group
- This statement is included only in the first process recording, or if there is an agreed upon change in the group's overall purpose.
- Write a concise statement about the goals of the meeting of the group being recorded.
- How did the group perceive these goals?
- How did you perceive these goals?
- What are the similarities or differences between the group's perception of these goals and yours?

### **C. Group Process at the Meeting**

- Initial Observations
- Describe briefly, in general terms, the physical and emotional climate at the beginning of the group meeting.
- Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting.
- Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting.
- Group Member Interaction (Group Process)
- Describe what went on within the group during its meeting. For example:
- Describe the means of interaction, e.g., program activity, discussion, debate, tasks, etc.
- Describe the feeling reactions of the members to this interaction.
- Describe your feeling reactions to this interaction.
- Describe the effectiveness, vitality, and responsibility of the group's members during the interaction.
- Describe your role in the group's interaction.
- Describe the ways the group moved toward attainment of its goals
- Describe how the group's members dealt with obstacles to attainment of the meeting's goals.

#### **D. Analysis of the Group Meeting**

- Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.
- Indicate the theoretical or other knowledge, learned in you other courses, that helps you to understand the process and content of this group meeting.
- On the basis of your analysis, what is your current assessment of:
  - The stage of the group's development;
  - The commitment of the group members to the group's purpose;
  - The climate and tone of the group;
- If relevant, discuss specific roles played by individual group members and how they impact the group process.

#### **E. Plan for the Group's Next Meeting**

- Write a brief statement of the plan for the next meeting of the group.
- Explain how the members of the group, including you, arrived at this plan.
- Explain how the plan relates to the purpose of the group.
- Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.

#### **E. Analysis of the Student Social Worker's Practice**

- Discuss your use of social work practice knowledge and skills during the group meeting.
- What specific social work skills and/or techniques learned in your practice courses, did you use during the group meeting?
- What were the strengths and weaknesses in your practice during the group meeting?

**NOTE: We request that full names not be used in recordings, only initials, in order to protect confidentiality. Student recordings do not become the property of the student. They should be destroyed at the end of the year or retained by the agency, as the material is confidential.**



## Department of Social Work Process Recording Template

### Department of Social Work

Student Name: \_\_\_\_\_ Client Name: \_\_\_\_\_  
Agency: \_\_\_\_\_

Interview Date: \_\_\_\_\_ Session #: \_\_\_\_\_

I. IDENTIFYING CLIENT INFORMATION:

II. PURPOSE OF THE SESSION:

III. OBSERVATION:

IV. CONTENT: SEE TABLE BELOW FOR CONTENT INFORMATION

| <b>SUPERVISORY<br/>COMMENTS</b> | <b>INTERVIEW<br/>CONTENT</b><br><br>(I said, She<br>said) | <b>STUDENT'S<br/>GUT<br/>LEVEL<br/>FEELINGS</b> | <b>CLIENT'S<br/>FEELINGS/<br/>AFFECT</b> | <b>IDENTIFY<br/>INTERVENTIONS &amp;<br/>MAJOR THEMES</b><br><br><b>IDENTIFY EPAS CORE<br/>COMPETENCY</b> |
|---------------------------------|---|---|--|--|
|                                 |   |   |  |  |

- V. IMPRESSIONS/ASSESSMENT: 1) What did you observe throughout the session – 1) behavior and affect; 2) was the behavior/affect appropriate, explain; 3) how does this behavior/affect fit with what you know about the client's past behavior/affect; and 4) identify the major themes/issues that emerged.
- VI. USE OF PROFESSIONAL SELF: Choose two significant interventions you made: 1) identify/describe; 2) what was your impression of your effectiveness; and 3) what would you change.
- VII. PLANS: (Brief statement of your plans for the next session, long range goals, short-range goals that are relevant for this client.)
- VIII. ISSUES, QUESTIONS OR PROBLEMS: (To explore in supervisory sessions.) Areas to explore in your supervisory conference: include issues of diversity, value dilemmas, counter-transference etc.

## Appendix X – Agency Practicum Site Application



California State University  
SAN MARCOS

DEPARTMENT OF  
SOCIAL WORK

### Agency Practicum Site Application

**Instructions:**

Thank you for your interest in becoming a field practicum agency site for the CSUSM Department of Social Work. For confirmation as a Field Practicum Internship Site, please complete this application and return electronically to Lisa Carmosino: [lcarmosino@csusm.edu](mailto:lcarmosino@csusm.edu).

**Application Date:** \_\_\_\_\_

|  |  |   |                  |
|--|--|---|------------------|
| <b>Agency Name:</b>                                |  | <b>Program:</b>                                 |                  |
| <b>Phone #: (     )</b>                            |  | <b>Fax #: (     )</b>                           |                  |
| <b>Address:</b>                                    |  | <b>City</b>                                     | <b>Zip Code:</b> |
| <b>Agency Website:</b>                             |  |   |                  |
| <b>Executive Director:</b>                         |  | <b>Social Service Director (if applicable):</b> |                  |
| <b>Intern Contact Person:</b>                      |  | <b>Contact Email:</b>                           |                  |
|  |  | <b>Contact Phone #:</b>                         |                  |
| <b>SW Agency Field Supervisor Site Supervisor:</b> |  | <b>FI Email:</b>                                |                  |
|  |  | <b>FI Phone #:</b>                              |                  |

*\*If you are using additional programs and/or sites, please attach contact information and addresses for each program/site.*

| Auspice of Agency: (check all that apply)  | Primary Sources of Funding by Agency:   |
|--|---|
| <input type="checkbox"/> Public organization<br><input type="checkbox"/> Non-profit organization<br><input type="checkbox"/> For-profit organization<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Private<br><input type="checkbox"/> Public<br><input type="checkbox"/> Fees/Insurance<br><input type="checkbox"/> Private Grants Contracts |
| <b>What Services are offered by your Agency?</b>   |   |

(Check all that apply):

|   |   |  |
|---|---|--|
| <input type="checkbox"/> Administration             | <input type="checkbox"/> Domestic Violence            | <input type="checkbox"/> Leadership Management       |
| <input type="checkbox"/> Adult Protective Services  | <input type="checkbox"/> Family / Couples therapy     | <input type="checkbox"/> Legal; Specify _____        |
| <input type="checkbox"/> Advocacy                   | <input type="checkbox"/> Family Services              | <input type="checkbox"/> LGBTQA                      |
| <input type="checkbox"/> AIDS/HIV                   | <input type="checkbox"/> Forensic                     | <input type="checkbox"/> Medical (Hospital/Clinic)   |
| <input type="checkbox"/> Case Management            | <input type="checkbox"/> Gerontology                  | <input type="checkbox"/> Mental Health Inpatient     |
| <input type="checkbox"/> Child Welfare              | <input type="checkbox"/> Group Work /Group therapy    | <input type="checkbox"/> Mental Health Outpatient    |
| <input type="checkbox"/> Community Development      | <input type="checkbox"/> Health/Medical               | <input type="checkbox"/> Military/Veteran's Services |
| <input type="checkbox"/> Community Organization     | <input type="checkbox"/> Homelessness                 | <input type="checkbox"/> Policy Development          |
| <input type="checkbox"/> Criminal Justice           | <input type="checkbox"/> Hotline                      | Political Action/Legislation                         |
| <input type="checkbox"/> Crisis Intervention        | <input type="checkbox"/> Hospice                      | Probation  |
| <input type="checkbox"/> Day Treatment              | <input type="checkbox"/> Housing                      | Program Planning/Dev./ Evaluation                    |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Individual Therapy           | Public Welfare; Specify                              |
|   | <input type="checkbox"/> Immigration/Refugee Services | Residential Treatment/Care                           |
|   |   | Research/Evaluation                                  |
|   |   | School-Based Mental Health Services                  |
|   |   | Shelter  |
|   |   | Substance Abuse/Addictions                           |
|   |   | Victim/Witness                                       |
|   |   | Youth Services                                       |
|   |   | Other: _____   |

**What languages are required or preferred in serving agency clients?**

Specify Language(s): \_\_\_\_\_ Degree of Fluency: \_\_\_\_\_  
(Total Fluency or Conversational)  Required?  Preferred?

**Drivers Licensed required?**  Yes  No

**Car required during placement?**

Yes  No

**(Note: CSUSM policy – Students cannot transport clients in their own personal vehicle.)**

**CPR required?**  Yes  No **First Aid required?**  Yes  No

**Computer Literacy?**  Yes  No



**Indicate if agency requires any of the following before placement begins:**

Assaultive training       Security clearance       Fingerprinting / Live Scan  
 Citizenship       Physical examination/PPD       Immunizations  
 Agency Orientation  
 Other (Specify): \_\_\_\_\_

**Will the student be required to pay for these clearances or does the agency cover the cost?**

Student  Agency  N/A

**Will the student be asked to pay for mileage and gas if they conduct home/field visits?**  Yes  No If Yes, will they be reimbursed?  Yes  No

**Agency Trainings & Policies**

*Training and Orientation: Do you have a plan for training/orientation that includes (please check all that apply):*

Safety Policies/Procedures/Injury & illness Prevention Plan  
 Confidentiality       Sexual Harassment  
 Site and Clientele Overview       Mandatory Reporting on Abuse/Neglect  
 Emergencies       Site Tour

Is there specific additional training that your agency will provide?  Yes  No  
(Specify/add sheet if necessary)

Will students ever work unsupervised with clients?  Yes  No

List any specific health and safety risks associated with student's work assignment:

\_\_\_\_\_  
\_\_\_\_\_

Has there been a history of violence, environmental hazards or other health and safety risks of the site?  Yes  No If yes, explain \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What safety precautions would you recommend for students working at your site?

\_\_\_\_\_  
\_\_\_\_\_

Does your agency offer a stipend?  Yes  No

**Site Supervisor/Point of Contact**

I have completed this form and the information in this application is accurate.

---

Name (print)

---

Signature

---

Date

---

Title

***Please feel free to include agency brochures and any other additional materials with your site application.***

***We appreciate your commitment in educating our MSW students!***

## Appendix XI – Agency Field Supervisor Application

### Agency Field / Task / Site Supervisor Application

*Please complete this form electronically, attach a copy of your resume, and send both to Lisa Carmosino at [lcarmosino@csusm.edu](mailto:lcarmosino@csusm.edu).*

| Agency Field Supervisor/Task Supervisor Information  |                                    |  |                   |
|--|------------------------------------|--|-------------------|
| <b>Date:</b>   | <b>First Name:</b>                 | <b>MI:</b>   | <b>Last Name:</b> |
| <b>Are you applying to be a?    <input type="checkbox"/> Agency Field Supervisor (Fi)    <input type="checkbox"/> Task Supervisor (Ts)</b> |                                    |  |                   |
| <b>Fi Phone #: (    )</b>  |                                    | <b>Fi Fax #: (    )</b>                            |                   |
| <b>Fi Pager/Cell Phone #:</b>  |                                    | <b>Fi Email:</b>                                   |                   |
| <b>Position:</b>   |                                    | <b>Length of time at agency (years):</b>           |                   |
| <b>Full time?</b>  | <b>Part time? (Hours per week)</b> | <b>Days/hours at Agency? (ex. Mon-Fri 8am-6pm)</b> |                   |

| Agency Information                              |                      |
|---|----------------------|
| <b>Agency Name:</b>                             | <b>Program:</b>      |
| <b>Address:</b>                                 | <b>City:</b>         |
| <b>Agency Phone #:</b>                          |                      |
| <b>Intern Liaison/Contact Person at Agency:</b> |                      |
| <b>Name:</b>                                    | <b>Phone Number:</b> |
| <b>Email:</b>                                   |                      |

| Education                     |                             |        |               |
|-------------------------------|-----------------------------|--------|---------------|
|                               | College/University Attended | Degree | Date Received |
| Undergraduate:                |                             |        |               |
| Graduate:                     |                             |        |               |
| Post-Graduate (if applicable) |                             |        |               |

| Licenses/ Certifications  |   |   |
|---|---|---|
| <input type="checkbox"/> MSW  | <input type="checkbox"/> LCSW License # | <input type="checkbox"/> PPS Credential |
| Year Received _____   | Year Received _____                     | Year Received _____                     |
| <input type="checkbox"/> _____<br>Other Degree (specify) _____<br>Year Received _____ |   |   |

Has your professional license ever been suspended or revoked? Yes  No   
 If yes please explain:

|  |  |   |
|--|--|---|
| <input type="checkbox"/> Administration            | <input type="checkbox"/> Domestic Violence         | <input type="checkbox"/> Leadership Management        |
| <input type="checkbox"/> Adult Protective Services | <input type="checkbox"/> Family / Couples therapy  | <input type="checkbox"/> Legal; Specify _____         |
| <input type="checkbox"/> Advocacy                  | <input type="checkbox"/> Family Services           | <input type="checkbox"/> LGBTQA                       |
| <input type="checkbox"/> AIDS/HIV                  | <input type="checkbox"/> Forensic                  | <input type="checkbox"/> Medical (Hospital/Clinic)    |
| <input type="checkbox"/> Case Management           | <input type="checkbox"/> Gerontology               | <input type="checkbox"/> Mental Health Inpatient      |
| <input type="checkbox"/> Child Welfare             | <input type="checkbox"/> Group Work /Group therapy | <input type="checkbox"/> Mental Health Outpatient     |
| <input type="checkbox"/> Community Development     | <input type="checkbox"/> Health/Medical            | <input type="checkbox"/> Military/Veteran's Services  |
| <input type="checkbox"/> Community Organization    | <input type="checkbox"/> Homelessness              | <input type="checkbox"/> Policy Development           |
| <input type="checkbox"/> Criminal Justice          | <input type="checkbox"/> Hotline                   | <input type="checkbox"/> Political Action/Legislation |
| <input type="checkbox"/> Crisis Intervention       | <input type="checkbox"/> Hospice                   | <input type="checkbox"/> Probation                    |

|  |   |  |
|--|---|--|
| <input type="checkbox"/> Day Treatment<br><input type="checkbox"/> Developmental | <input type="checkbox"/> Housing<br><input type="checkbox"/> Individual Therapy | <input type="checkbox"/> Program Planning/Dev./Evaluation<br><input type="checkbox"/> Public Welfare; Specify  |
| <input type="checkbox"/> Disabilities  | <input type="checkbox"/> Immigration/Refugee<br>Services                        | <input type="checkbox"/> Residential Treatment/Care<br><input type="checkbox"/> Research/Evaluation<br><input type="checkbox"/> School-Based Mental Health<br>Services<br><input type="checkbox"/> Shelter<br><input type="checkbox"/> Substance Abuse/Addictions<br><input type="checkbox"/> Victim/Witness<br><input type="checkbox"/> Youth Services<br><input type="checkbox"/> Other: _____ |

*Regarding my affiliation as a social work Agency Field Supervisor or task supervisor, I understand and agree to adhere to the CSUSM Department of Social Work Agency Field Supervisor requirements (located on the following page).*

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

|   |
|---|
| <b>Agency Field Supervisor Trainings</b>  |
| <p><b>Have you completed the Agency Field Supervisor Training course (meeting CSWE standards) at another university?</b></p> <p>No <input type="checkbox"/> Yes <input type="checkbox"/> If yes, where _____</p> <p>When? _____</p> |

***CSUSM DEPARTMENT OF SOCIAL WORK Office Use Only***

**Date Received:** \_\_\_\_\_

**Application reviewed by:** \_\_\_\_\_

**Approved Date:** \_\_\_\_\_ **Initials:** \_\_\_\_\_

**Additional Information:** \_\_\_\_\_

**PLEASE CONTINUE ON TO NEXT PAGE FOR LIST OF AGENCY FIELD  
SUPERVISOR REQUIREMENTS**

## Agency Field Supervisor Requirements:

- n. MSW from an accredited school of Social Work; or related; two years of experience post master's degree; employed by the agency for at least 9 months prior to becoming an Agency Field Supervisor. A State of California LCSW is preferred.
- o. New Agency Field Supervisors and task supervisors are required to attend the Agency Field Supervisor Training Course to meet CSWE standards. The seminars are provided as in-vivo learning workshops (live, face-to-face) and on-line modules, beginning in August each year and continuing through February.
- p. Ability to provide a minimum of 1.0 hour(s) of formalized, individual, face-to-face, regularly scheduled supervision each week. Assessment materials shall be prepared by the student and reviewed by the Agency Field Supervisor (i.e., process recordings, audio/videotapes, case presentation, projects, educational learning plan, etc.) on an on-going basis.
- q. Commitment of availability for the entire academic year field instruction period (end of August through mid-May) and the hours the students are in placement.
- r. Being familiar with and following the policies and procedures set forth in the Field Education Manual. Familiarity with the CSUSM Department of Social Work mission, goals, program, and curriculum objectives.
- s. Attendance at the Annual Agency Field Supervisor Orientation Meeting (held in mid-August each year) regarding Department and curriculum and/or other updates.
- t. Potential for teaching as demonstrated in: an ability to conceptualize theory and practice; implementing program curriculum with the student; ability to provide the necessary time to the student in planning, preparation, and review for student's supervision; and an ability and willingness to evaluate the student's performance on an on-going, consistent basis and in the required formal written evaluations.
- u. Agency Field Supervisors will become familiar with and consistently use the respective field education curriculum in developing clear expectations of student performance. Includes required course objectives and competencies, learning plans, process recordings, evaluations, agency site visits, etc. as outlined in the field course syllabi.
- v. Identifies individualized learning opportunities, clients, projects, and tasks within and outside the agency setting in line with the needs and the department's curriculum and goals of the student. Knowledge of the community and its resources.
- w. Provision of a comprehensive orientation to the agency and its services; provide on-going orientation and in-service training regarding pertinent issues, including review of risk management policies and procedures, e.g. office and community safety, harassment, transporting of clients, medical precautions, etc.
- x. Upholds *NASW Code of Ethics*, identifies with the social work profession, demonstrates a strong commitment to social work values, and adhere to the laws that regulate social work practice.
- y. Ongoing collaboration with the Field Faculty/liaison to enhance the student's educational experiences in the internship.
- z. Notifies and consults with the student's assigned Field Faculty instructor and/or Director of Field Education of any changes and/or difficulties encountered in the placement experience.