



FRESNO PACIFIC
UNIVERSITY

Department of Social Work

MSW Field Manual
2023

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PART 1

INTRODUCTION/OVERVIEW

A. MISSION AND PURPOSE

The purpose of the proposed MSW program is to equip students to promote human and community well-being in a variety of advanced social work and service careers. The proposed MSW program is delivered through a liberal arts education, informed by a Christian worldview, and specifically guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry. As students engage the proposed MSW explicit and implicit curriculum, which is underpinned with an anti-racist and anti-oppressive perspective, they will be invited to participate in the social work profession's values, such as service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. Upon completion of the proposed MSW program, students can actualize their education and engage social work's quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all people, locally and globally.

MSW program's mission is to equip students to seek advanced-level employment in complex practice settings such as behavioral health centers, hospitals, public schools, and corrections. The program will prepare graduate students for positions in various social work or service career settings, utilizing the integration of theory and practice, instilling an understanding of the relationship between social work and the Christian faith, and encouraging a commitment to social justice and a life of service. Students are prepared and encouraged to advance their studies through clinical licensure, public school credentialing, and doctoral studies that extend the scope of service to communities and align with the FPU Idea (<https://www.fresno.edu/about/our-mission/fpu-idea>).

The program collaborates with local non-profit and government agencies to provide active service learning that addresses community needs and the core competencies of the Council on Social Work Education (CSWE). The generalist and advanced courses discuss human development, social policy, social work methods, practice and research, and include a 950 hour internship for the Two-Year Graduate program and 500 hour internship for the Advanced Standing program. The social work program emphasizes an understanding of diversity, social work values and ethics, social justice, and practice of professionalism in the field.

The primary objective of field instruction in the Fresno Pacific University (FPU) social work program is to provide the masters level social work student with an experiential learning opportunity that will allow them to incorporate coursework and program objectives into an actual job situation under the direct supervision of social service agency staff. The design of field instruction has included input from students, Field Instructors, and program faculty as well as aligning with the CSWE standards as the primary pedagogy for social work education.

Field instruction represents a culminating, capstone experience for the Master of Social Work major at FPU. It represents the primary focus where the integration of theory and practice will take place. Field instruction is intended to be planned and thoughtful instruction designed to prepare the student for generalist social work practice. The student should learn the helping process as it is implemented by the agency and guided by the university's field instruction curriculum. In addition to the assignment of relevant social work tasks and cases, the field instruction affords students the opportunity for participation in group activity with clients, in problem-solving or program change within the agency or the community at large, and participation in consultation, staff conferences, and collaborative sessions with other social workers.

Field learning is unique in that it takes place in a variety of settings, offering a wide range of experiences. This manual is intended to help build a common base of understanding and expectations by specifying program goals/objectives, assignments, and policies so that consistent learning can take place even in the context of diverse settings.

The intent of this manual, therefore, is to help clarify for students, faculty, and agency Field Instructors the following:

1. The roles, expectations and requirements of all parties involved in the field experience;
2. The goals and objectives of social work field instruction; and
3. The policies and procedures used to maintain a positive field experience for all parties involved.

B. PROGRAM GOALS AND VALUES

The goals of the program are to shape the social work profession's future through the Christian education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership. The program will endeavor to ensure students are prepared to practice safely, competently, and ethically with all clients, constituents, and the public. Additionally, the program will strive to prepare competent practitioners to develop socially responsible policy, address the policy implications of their work, and implement strategies to address inequalities and inequities (2022 EPAS, p. 5) with specialized emphases specific to behavioral health, children, youth, and families, and community organization and faith leadership. The overarching goal of the program is to deliver healing and hope to the community by preparing students to missionally enter spaces that are hard to reach areas as well as service those most enfranchised within our region's communities.

The program's ten educational goals are aligned with the six core values (Service, Social justice, Dignity and worth of the person, Importance of human relationships, Integrity and Competence) of the social work profession set out by National Association of Social Workers (NASW) and reinforced by the Council on Social Work Education (CSWE):

The ten program goals address student education by explicitly stating the learning objectives which prepare students to fulfill the program's mission. These goals address student learning in the areas of; integrating theory and practice, understanding the relationship between social work and Christian faith, encouraging a commitment to social justice and a life of service, preparing students to enter the profession as advanced generalist practitioners, and preparing students to further their learning with licensure or doctoral ship. This further fulfills the University mission to "educate students for leadership and service through excellence in Christian higher education."

These ten program goals align with the 2022 Educational Policies and Accreditation Standards (EPAS). Below are the program's ten goals with the corresponding CSWE EPAS or competencies:

Program Educational Goals

Competency 1: Students will demonstrate ethical and professional behavior in advanced practice settings.

Competency 2: Students will advance human rights and social, racial, economic, and environmental justice in advanced practice settings.

Competency 3: Students will engage in anti-racism, diversity, equity, and inclusion (A DEI) in practice advanced practice settings.

Competency 4: Students will engage in advanced practice informed research and research informed practice and analysis.

Competency 5: Students will engage in advanced policy practice.

Competency 6: Students will engage in advanced practice with individuals, families, groups, organizations, and communities.

Competency 7: Students will assess in advanced practice with individuals, families, groups, organizations and communities.

Competency 8: Students will intervene in advanced practice with individuals, families, groups, organizations, and communities.

Competency 9: Students will evaluate in advanced practice with individuals, families, groups, organizations, and communities.

Competency 10: Students will ethically integrate faith in advanced social work practices with individuals, families, groups, organizations and communities.

C. PROGRAM FORMAT

The Master of Social Work program offers two distinct formats for completing the major. The Two-Year Graduate program offers afternoon/evening classes in a two-year schedule. The Advanced Standing (AS) format offers students the ability to complete their social work major in 2 semester cohort formats. AS students must have graduated from a baccalaureate social work program accredited by CSWE. The field components of these two formats are as follows:

Two-Year Graduate Program

The MSW program will be a two-year full-time program, running in the Fall and Spring semesters. The first-year curriculum is foundational coursework that discusses generalist practice theories and knowledge. Year two of the program consists of advanced courses correlating to a specialized emphasis.

Advanced Standing Program (AS)

The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.

D. ROLES AND RESPONSIBILITIES OF PROGRAM FACULTY, STAFF, & STUDENTS

Social Work Field Director Responsibilities:

1. Receives and reviews applications for field instruction and personal essays prior to the student's first year and interviews the student to determine interests and readiness for placement. If there is a concern about the applicants' readiness for field, the director will confer with the Program Director and a joint decision will be made.
2. Makes initial contacts with potential field placement agencies. The Field Director assumes the responsibility to determine which agencies will meet the program competencies and objectives of field instruction. The Field Director contacts prospective agencies and individual students to set up initial contacts, then forwards the student's application and essay to the agencies at which the student will interview.
3. Meets with students, giving each two agency options at which, they will interview. The Field Director

reviews interview strategies, protocols with students, and advises them to set up appointments and complete interviews by the assigned deadline.

4. Upon acceptance by both the agency and the student of placement, the Field Director forwards the student the field placement agreement to be signed by the agency Field Instructor and/or agency administrator. Students are responsible for returning the signed agreement to Field Liaison by the assigned deadline. Copies are distributed to all parties and one copy remains in the field file.
5. Orients Field Instructors and students as to the ongoing educational direction of field placement and the FPU social work program and is available to the agency and Field Instructor for consultation regarding any aspect of placement.
6. Field Director or field personnel confer with both student and Field Instructor at least twice during the semester.
7. Assist the student in the resolution of problems or learning blocks that may develop as the placement progresses.
8. Review evaluation materials, meets with students and Field Instructors, and assumes responsibility for assigning a final grade for the experience.
9. Responsible for coordinating online software, known as SONIA, for field placement. All questions or concerns regarding SONIA will be directed to the Field Director.

Social Work Field Liaison Responsibilities:

1. Instructs the Field Seminar Courses for the duration of the program.
2. Conducts the initial and final site visits for seminar students.
3. Reviews and submits students Mid and Final Field Evaluation ensuring internship hours remain on track for graduation.
4. Provides support to agency partners and students through SONIA assistance, field questions, and or placement concerns.
5. Assists Field Director with orientations, course development, site management, and recruitment.

Social Work Field Instructor Responsibilities:

1. Field Instructors are expected to practice, and model professional social work values and ethics as outlined in the NASW Code of Ethics.
2. New Field Instructors are required to complete Field Instructor orientation training and obtain the certificate of completion. Field Instructors with prior experience can submit a certificate of completion from an accredited university. Due to the changing nature of field instruction, a certificate of completion is required every three years.
3. Assumes responsibility for formal orientation of the student to the agency -- its policies, layout, staff, and procedures. In the case of an off-site Field Instructor, the Task Supervisor will assume the responsibility of orienting the student to the Agency.

4. Makes specific assignments of student responsibilities according to field program competencies and student learning needs.

NOTE: suggested assignments include:

- a) MICRO opportunities for direct contact with individual clients: including the carrying of a caseload throughout the student's field placement.
 - b) MEZZO opportunities for participation in group activity: This may be accomplished with the student acting as a co-leader and leader. This should also include participation in staff and other agency meetings.
 - c) MACRO opportunities for problem-solving or change in the agency. Students assist in assessing an existing agency program or policy and recommending changes or collaborating or organizing with others in developing a new policy, service, or program.
5. Provides supervision and instruction through weekly individual conferences with the student (minimum one hour per week of "formal" supervision).
 6. Meets with the social work field faculty and student twice in the semester, or as indicated, to review progress and adjust assignments.
 7. Meets with the student and writes a joint statement of evaluation at the middle and the end of the semester field placement. Submits the evaluation via SONIA software to the social work program Field Director by the dates listed on the semester calendar. May collaborate with Task Supervisor to complete evaluations in the case where Field Instructor is offsite.
 8. Communicates any concerns about student progress or conduct to Field Director and works within the guidelines of the corrective action plan when necessary.

Student Responsibilities:

1. Keeps regular agency hours and all scheduled appointments and conducts him/herself professionally in behavior and dress, as defined by the current standards of his or her agency. Students are to be in placement a minimum of 950 hours for the Two-Year Graduate program or 500 hours in the Advanced Standing program in correlation with the Field Seminar course and Syllabus.
2. Student placements are subject to personal background checks and any other placement agency requirements, which may impact field placement options. Students are responsible for providing all necessary documents and requirements for placement in a timely manner.
3. Notifies Field Instructor or agency representative of absence in a timely manner. If absence extends beyond 2 days, student must also notify the Field Liaison. The student is responsible for coordinating with Field Instructor when missed days are to be rescheduled.
4. Takes every opportunity to gain knowledge of community agencies, services, and conferences related to practice.
5. Familiarizes him/herself with the agency and participates in its meetings, asking questions and making observations wherever appropriate.

6. Actively participates in Seminar course, completing all weekly activities.
7. Meets with his/her agency Field Instructor at least once per week for feedback and supervision, and with the field faculty as indicated to review learning and progress. If the Field Instructor does not initiate a scheduled supervision time, it is the student's responsibility to request a time weekly.
8. Is responsible for arranging his/her own transportation to and from the field setting. If students' form of transportation is personal vehicle, prior to beginning field placement they must provide current proof of automobile insurance and valid driver's license to Field Liaison. Students are not allowed to transport clients in their personal vehicles.
9. Keeps confidential all information about clients served in field placement agency (their names, circumstances, and problems), as well as adheres to all other aspects of the social work code of ethics.
10. Completes Seminar assignments on time and in the format requested.
11. Completes other assignments and responsibilities as negotiated with either the field instructor or university faculty.
12. Participates in his or her own evaluation process, which includes the self- evaluation and correction, ongoing contact with the field faculty, weekly agency supervision, and formulation of a mid-semester and a final joint evaluation summary with the Field Instructor.

PART II PRACTICE CURRICULUM

A. Educational Policies and Accreditation Standards (EPAS)

The curriculum of the Fresno Pacific Master of Social Work program is guided by the Educational Policies and Accreditation Standards outlined by the Council on Social Work Education (CSWE). The CSWE Educational Policies and Standards are listed below and serve as the learning objectives of the field curriculum.

The FPU MSW program has adopted all the CSWE competencies for practice as professional social workers. These competencies are the framework for what students are expected to learn in the field. Additionally, FPU has chosen to add a tenth educational policy related to the practice of social work with an understanding of faith and spirituality. The MSW Program competencies are listed as follows:

Competency 1: Students will demonstrate ethical and professional behavior in advanced practice settings.

Competency 2: Students will advance human rights and social, racial, economic, and environmental justice in advanced practice settings.

Competency 3: Students will engage in anti-racism, diversity, equity, and inclusion (A DEI) in practice advanced practice settings.

Competency 4: Students will engage in advanced practice informed research and research informed practice and analysis.

Competency 5: Students will engage in advanced policy practice.

Competency 6: Students will engage in advanced practice with individuals, families, groups, organizations, and communities.

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Competency 9: Students will evaluate in advanced practice with individuals, families, groups, organizations, and communities.

Competency 10: Students will ethically integrate faith in advanced social work practices with individuals, families, groups, organizations and communities.

Please refer to FPU Learning Contract for competencies and practice behaviors.

B. LEARNING CONTRACT/ AGREEMENT

Recognizing that each field setting is diverse and offers a variety of learning experiences, the FPU MSW program utilizes a personalized student learning contract as a guide for both the student and their Field Instructor (*Appendix D*). This form can be accessed through the SONIA software system assisting with facilitation of field forms. Login to the SONIA program is sent via email by the Field Director. The learning contract is developed by the student, in collaboration with their Field Instructor, and outlines the learning activities that the student will engage in throughout their time in the field. The faculty within the social work program gives students instructions and a template to be used in creating a field learning contract; however, the student and Field Instructor agree on how each program goal or education standard will be met. This assignment is completed in the initial stages of the field experience and is used throughout the placement to monitor progress and achievement of learning goals. The learning contract is signed by the student, Field Instructor, and field faculty. Evaluation of the successful completion of these tasks will formulate part of the agency assessment of the student's performance in the field. For a sample of the learning agreement see Appendix I.

PART III FIELD EDUCATION POLICIES AND PROCEDURES

A. FIELD SETTING DESCRIPTION AND PLACEMENT REQUIREMENTS

Policies and Criteria of Selection of Agencies and Field Instructors

Selection of field agencies and Field Instructors is based upon the CSWE standards required in accordance with social work generalist practice. The following policies are in place to approve field agencies for placement of MSW students:

1. Potential field agencies approach the university or are contacted by the program's Field Director. An initial site visit is made with the potential Field Instructor and/or administrator, giving opportunity for the program to gain explicit information of the agency setting that includes target population served, type of services offered, mode of delivery in providing services, community and demographics, and programs offered based on funding sources. In addition, the Field Director assesses the setting's culture, climate, and ability to provide ample opportunities, space, and adequate supervision by a professional social worker.
2. Field agencies wishing to partner with FPU'S social work program are required to complete a *Field setting Profile* form (*Appendix II*) that provides general contact information, a description of services and opportunities available for students, and methods of clearance required by the agency.

3. Administrators within the agency are required to identify a Field Instructor that meets CSWE requirements of holding a minimum of MSW degree from an accredited program, who has at least 2 years of experience in the field. If an agency is unable to provide a qualified MSW Field Instructor, the university will, at its discretion, provide the student with an offsite faculty Field Instructor for weekly supervision. Potential Field Instructors are required to fill out a *Field Instructor Credential* form (*Appendix III*) for review of credentials and experience.
4. Once initial site visits have occurred and potential agencies have returned their required documentation, the Field Director presents the agency to the Field Advisory Council. Field settings are selected based on shared social work values, practice, mission, and the presence of a generalist social work practice perspective. Approval is based upon the following criteria:
 - a. The internship provides educationally oriented training in social work practice and is supervised by a professional social worker.
 - b. The internship training provides a setting in which the student can integrate and apply professional advanced generalist social work practice.
 - c. The internship provides assignments and activities that enable the student to acquire competency in professional social work practice with individuals, families, groups, organizations, and communities at the advanced generalist practice level.
 - d. The internship provides orientation to agency functions and the opportunity to learn within the structure of an organization.
 - e. The internship offers the student practical experience in the social work process and strategies in advanced practice modalities.
 - f. The internship provides the student an opportunity to observe ethical practice modeled within a work setting that reflects the values of social work. In addition, students are afforded the opportunity to reflect and inquire about areas that seem to conflict with social work values within their placement setting.
 - g. The internship provides students the opportunity to learn methods of evaluating their practice, programs, and self-knowledge.
 - h. The internship provides Field Instructors who model culturally sensitive practice within the setting and will instruct students on culturally competent practice.
 - i. The internship provides a supportive and safe learning environment.
 - j. The internship provides a Field Instructor who will commit a weekly minimum of one hour for individual supervision.
 - k. The internship provides staff and administration within the agency that will support the student's learning development.
5. When the agency and university agree with the goals and objectives, and when the agency is willing to commit to a full semester of supervision, a *Field Practicum Agreement* form (*Appendix IV*) between the agency, university, and the student intern is signed.
6. A field orientation is provided to the Field Instructor and students prior to the field start date. The field orientation is a meeting to introduce students and Field Instructors to the policies and procedures of the field education semester and discuss any questions that may arise.
7. Agency is required and responsible for risk and safety information as related to student placement and internship.
8. Ongoing Field Instructor support is provided by the program's field faculty that may consist of the Field Liaison(s) and Field Director by way of periodic phone calls, emails, and at minimum two site visits per semester.

B. USE OF EMPLOYMENT AS A FIELD EDUCATION SITE

The MSW degree is based upon advanced generalist focus and encourages students to intern in different fields of practice from their regular employment. If a student wishes to intern at their current job site, the student and employer must demonstrate the difference between employment requirements and educational focus of the internship. Final decision will be made by the Field Director(s) and is outlined by the following process:

1. A special agreement involving reassignment of the student to a different setting during the duration of the field internship must be worked out with the employer prior to submitting the *In-Agency Field Placement Request (Appendix V)* form.
2. The arrangement will require learning objectives distinct from regular job requirements and may necessitate additional time above and beyond regular work hours to complete the field practicum activities.
3. The student will then have to petition the Social Work Field Director by submitting an *In-Agency Field Placement Request* form.
4. Students are responsible for submitting the request according to the Field Calendar due date.
5. A meeting between the employer, student, and designated field faculty is required before a final decision is determined.
6. Students will be notified by the Field Director whether an interagency placement is granted.
7. The following is an excerpt from the CSWE guidelines concerning interagency placements:

“To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.” EPAS 2.1.8

The following policies are designed to avoid conflicting roles between the student and agency:

1. The social work profession is one of, if not the primary function of the agency, and one in which social work practice can be clearly distinguished from other agency roles.
2. The agency meets all MSW program requirements (including student assignments that are directly linked to the nine social work competencies), including completed contract documents of agency approval partnership with the university.
3. Student assignments are distinct and different from employment function and reflect social work field objectives as outlined in the syllabi.
4. Employment hours and internship hours are clearly and separately articulated and agreed on by agency, student, and Field Director.
5. It is recommended the internship supervisor someone other than the employment supervisor, however if the employment supervisor is the internship supervisor, they must enforce distinct roles of the internship from employment role according to MSW program requirements.
6. The field site allows the student full participation in the integrative course assignments, without encumbrance.

C. STUDENT PLACEMENT PROCEDURES

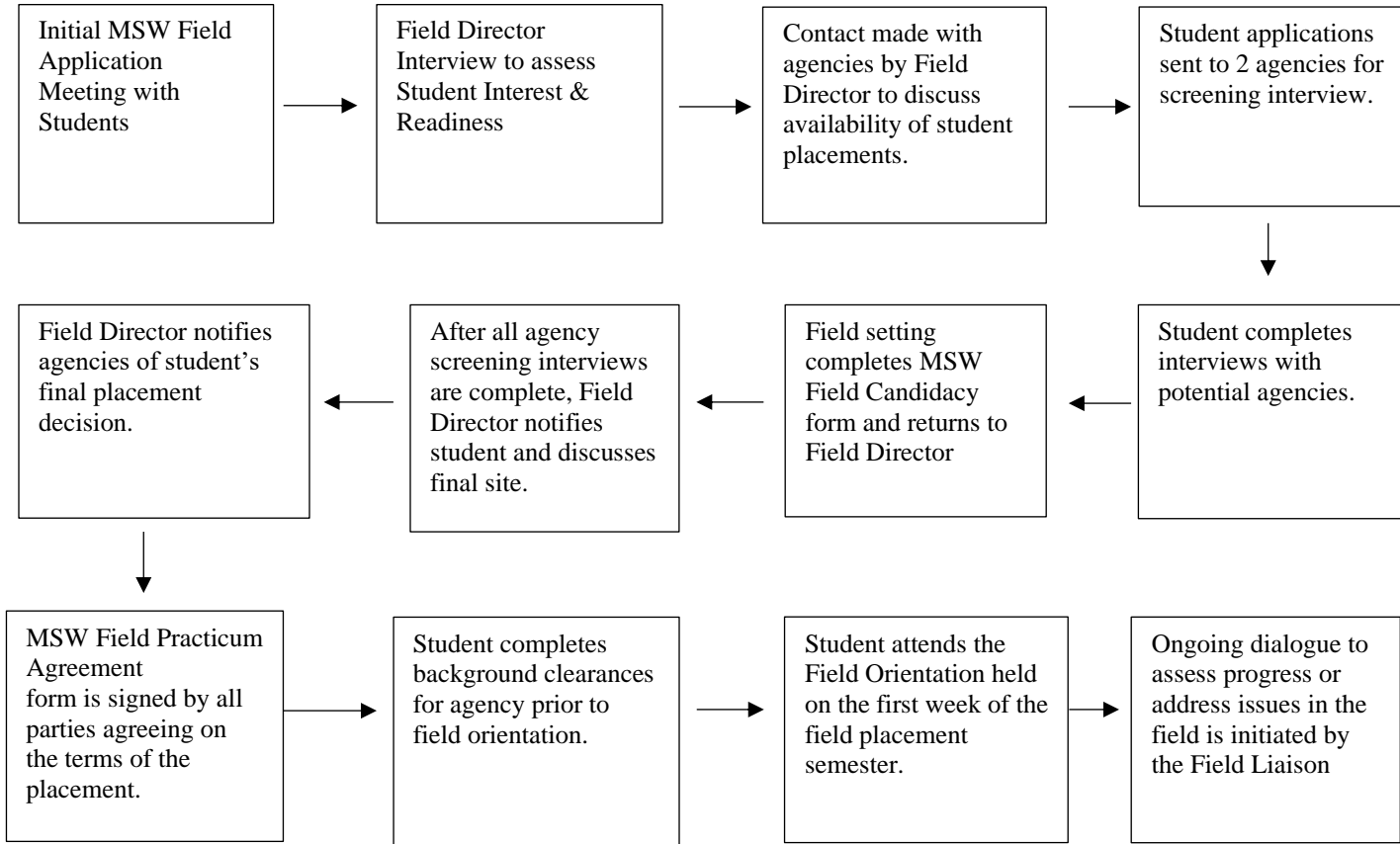
i. Application process

Students apply for field instruction prior to their first semester year utilizing the SONIA software program. The application process consists of completing the *MSW Application for Field Instruction (Appendix VI)* form and submitting a short personal essay to the FPU social work Field Director. An interview with the Field Director is then scheduled to assess the student’s interest and readiness for the field. Students are responsible for ensuring revisions and corrections of the application, as well as submitting necessary documentation, are made in a timely manner. Failure to do this may result in reduced interview options.

ii. Match Process

Once the Field Director assesses the student's interest and aptitude, contact with a prospective agency placement is made by the Field Director. If, in his or her judgment, there is a potential match, the student is advised to make an appointment for a screening interview with the agency. The agency is then asked to formally respond to the Field Director with their assessment of the interview utilizing the *MSW Field Candidacy (Appendix VII)* form. At that point, the Field Director determines placement based on optimal match for both student and agency. The student is informed and considered formally placed in that agency once a *MSW Field Practicum Agreement (Appendix IV)* contract is signed by all parties. See Field Placement Process mapping below.

Student Field Placement/Match Process:



iii. Background Clearances

At the initial field application process, students are informed of the impact of criminal background history, drug screen results, and/or record of child and/or adult protective service substantiated complaints. Therefore, students are encouraged to disclose any criminal and/or child/adult protective services involvement that may impede the field placement process prior to interviewing at agencies for potential placement. Once a field setting has accepted a student for placement pending background clearance, it is the responsibility of the agency to let the social work program and the students know what the clearance requirements entail. It is the responsibility of the student to follow up with completing the clearances and notifying the Field Director and agency Field Instructor when the agency required clearances are completed.

D. PROFESSIONAL AND ACADEMIC CONDUCT IN THE FIELD

i. Professional Code of Ethics

Prior to entering field placement, FPU social work students are required to read and acknowledge their understanding of the NASW Code of Ethics as part of the program curriculum. In addition, students are asked to review the Code of Ethics in the context of the agency that they are placed within and consider the areas of the Code that may be especially relevant to their work in the field. Students should be fully aware of their responsibilities under the Code and how to discuss any legal or ethical questions that may arise in the field with

their Field Instructor and/or field faculty. Potential ethical dilemmas, conflict of interests, including boundary issues, confidentiality practices, etc. should be reviewed with their Field Instructor on a regular basis during weekly supervision. If a student violates the Code of Ethics in the field, an *MSW Incident Report (Appendix VIII)* must be made by Field Instructor (instructor, task supervisor) and submitted to the Field Liaison immediately. The Field Liaison will share the incident report with the Field Director. All parties will then discuss whether a corrective action plan, or possible dismissal from field may be warranted.

Likewise, if a Field Instructor engages in unethical behavior as per the NASW Code of Ethics students are encouraged to report this to the Field Liaison and/or Field Director immediately using the *MSW Incident Report (Appendix VI)* form. Once a report has been made, attempts to resolve the concern will be initiated by the Field Liaison in collaboration with the Field Director. This consists of contact with the Field Instructor and/or agency administrator. If the incident is found to be unresolved, a student placement change can be warranted and will be coordinated through the field education office. If applicable, to ensure continued safety of the student when in the field, a collaborative plan will be developed to sustain the student's placement.

ii. Professional Liability Coverage

While in field internship, students are provided with professional insurance/liability coverage by the university at no cost to the student. The university currently contracts with AJ Gallegar for this liability coverage for our students. The liability insurance will be a minimum amount of \$1,000,000 individual and \$3,000,000 aggregate. Insurance riders must be confirmed by university representatives and a copy of the insurance riders are given to the Field Director and respective agency by request, prior to the student entering field internship.

Students will be required to obtain additional liability insurance through third party companies able to provide professional coverage. It is good professional practice to have.

iii. Dress Code

Prior to beginning field placement students should consider professional dress within their agency setting. Students are required to follow the respective agency dress code. Appropriate dress is part of professional conduct and should be considered a way in which students conduct themselves in a professional social work role.

iv. Sick Leave and Absences

Students are expected to set a consistent schedule with their Field Instructor and the agency and keep regular agency hours and all scheduled appointments. Students are to be in placement a minimum of 950 hours for the Two-Year Graduate program, approximately 16 hours a week for 64 weeks and 16 hours a week for 32 weeks for AS students. The program does not allot for sick or vacation days, therefore any missed days or hours must be made up by the student prior to the end of their semester. In the event of illness or absence, students are required to notify their Field Instructor or agency representative prior to the time they are scheduled to be in the field, or as soon as reasonably possible. If absence extends beyond 2 days, student must also notify the Field Liaison. The student is responsible for coordinating with the Field Instructor when missed days are to be rescheduled. If for any reason a student needs an extended leave of absence, they must contact the Field Liaison immediately to get approval. Prolonged student absences from field may require a grade of incomplete (I) and or/or postponed graduation from the program.

E. PERSONAL SAFETY GUIDELINES

Students are encouraged to be aware that social work practice includes some potential risk to personal safety. The student is responsible for assessing the risk of environmental factors and taking precautions for personal safety. Discussion of safety in the field is also a component of the seminar class taken concurrently with field placement. Students are given the NASW Guidelines for Social Work Safety in the Workplace as a further guide in the decision-making process while out in the field. Additionally, students should request in-service training and orientation in the agency regarding the safety information in that setting.

The students should review the personnel policies and safety guidelines of the agency with the Field Instructor before any work with the agency begins. Agency is required and responsible for risk and safety information as related to student placement and internship. Students are expected to follow the recommended safety guidelines of the practice setting rigorously and use discernment when making home visits or delivering services in the community. Students are encouraged to conduct home visits with agency personnel as added safety measures, when appropriate. Students should always let someone in the agency know where s/he will be when working outside of the agency offices. Students have the right and the responsibility to report any unsafe situation to a supervisor and request an alternate assignment. They have the right and responsibility to appeal to the Field Director if they have concerns about the response to their request.

i. Harassment Policy

Fresno Pacific University prohibits all forms of harassment, including those of a sexual nature. Harassment of a student or employee of the university by other students, employees, supervisors, or agents of Fresno Pacific University will not be tolerated. All reports of harassment will be taken seriously, promptly investigated, and addressed. During any Title IX harassment investigation, matters of egregiousness, pervasiveness and loss will be especially attended to. See FPU Policy [here](#).

ii. Accident/Injury Reports

In the event of accident or injury in the field a student is to complete a written report that details the incident, utilizing the *FPU MSW Field Incident Report* (Appendix VI) as soon as reasonably possible. This written report is to contain where and when the incident occurred, who was present/involved, a description of injuries/incident, factors contributing to the event and whether medical services were advised and/or accessed. If emergency medical treatment is needed, people near the student or the student themselves may contact 911. In non-emergency health related incidents, students are to contact FPU's Human Resources department for information on how to make an appointment with the university approved medical provider and provide report of their injuries to the Field Faculty and agency as soon as possible.

iii. Travel Guidelines

Private transportation by students is needed to make home visits and community contacts in most agencies. All students must verify current auto insurance coverage and a valid driver's license. Copies of these documents must be turned into the Field Liaison at the time of field application. Students who do not hold the appropriate documents to drive legally in the field must inform their agency of this before placement begins. It is the student's responsibility to secure transportation to and from the field setting. It is also the student's responsibility to provide his/her own liability insurance coverage for agency-related travel if no such coverage is provided by the agency. Fresno Pacific University does not reimburse students for the use of their automobiles or for other expenses incurred in the conduct of agency business. Agencies are encouraged but not required to reimburse interns for mileage for agency business. **The Social Work Program requires that interns not transport clients in their own vehicles. Fresno Pacific University does not provide any coverage for transportation of clients. The Program recommends and requests that students do not transport clients as part of their internship duties. Interns who transport clients do so under their own automobile insurance and at their own risk and liability.** Students may travel with agency representatives on agency business. Any field internship trips out of the area must be reported to the Field Liaison prior to the trip and must be reflected on the learning contract. The student is responsible for communicating with the Field Liaison any travel plans as part of the field internship out of the local service area.

F. MANAGING CHALLENGES AND CHANGES WITHIN THE FIELD PLACEMENT

i. Corrective Action Plan

As is true of any activity involving interpersonal contact and challenges to growth, problems and concerns do arise. Questions may be raised concerning any aspect of field placement by any of those involved. When such occurs, the recommended steps are as follows:

1. If the issue concerns a student's assignments or feelings about the agency or persons in the agency, or if the issue is related to a student's attitude or performance in the field placement, a direct contact between student and Field Instructor or appropriate agency personnel is indicated. If the issue concerns assignments or requirements of the college or faculty, direct contact should be made with the faculty member responsible.
2. If there is no satisfactory resolution of an agency issue after direct contact between student and Field Instructor, the social work program Field Liaison should be notified, and a three-way conference (student, liaison, Field Instructor) will be arranged. A *MSW Corrective Action Plan (Appendix VIII)* form must be initiated by the Field Instructor if there is a concern regarding student performance and should be discussed between all parties at the conference. After identified performance issues are addressed, mutually agreed upon objectives will be formulated to address those areas of concern. A projected target date is listed along with a review date.
3. If the above conference fails to satisfactorily resolve the issue, contact with the social work Field Director will be arranged with all parties involved to discuss the outcome of ongoing concerns.
4. If the issue concerns the university faculty or assignments and remains unresolved, the student or Field Instructor involved is encouraged to contact the Social Work Program Director; if unresolved at that point, Social Science Division Chairperson; if unresolved at that point, the FPU Dean of Humanities, Religion, and Social Sciences (HRSS), should be contacted.
5. In rare circumstances, a Field Instructor or field faculty member may require that a student be removed from their current Field placement site. This may include circumstances where the student will need to complete the field hours at another time/semester or that the student will receive a failing grade of "no credit" in the field practicum course. This will only occur when other corrective action measures have failed.

Examples of circumstances leading to removal of a student from field placement include, but are not limited to: 1) failure to abide by the NASW Code of Ethics; 2) attempt to harm oneself or someone else; 3) excessive tardiness or absence from the agency, especially without notification; 4) inappropriate or unprofessional behavior in connection with the field placement; 5) inability, because of illness or other circumstance, to meet the necessary job requirements of the placement; or 6) failure to pass the Senior Seminar course.

The Field Instructor, the Field Liaison, and the Field Director will discuss the circumstances involved in the request for removal. The final decision regarding removal from the field will be made by the Field Director and Program Director, in consultation with the Division Chair and Dean of HRSS. The student may appeal the decision according to the program and University grievance policy by completing a *MSW Appeal Request (Appendix XI)*. The possibility of returning to field will depend on the seriousness of the issue/concern. The Field Director, Program Director, Division Chair and Dean of HRSS will decide on the appeal to determine conditions of return if approved.

ii. Student Complaint Process

The field staff take concerns from the students seriously. If the Field staff have not successfully resolved the issue of concern, students can complete the FPU Social Work Student Complaint Form [here](#). Your form will be reviewed within 48-72 hours by the social work program and forwarded to the appropriate administrator.

The student complaint procedure is found in the FPU Social Work student handbook.

iii. Disruption of Student Placement

When disruption or difficulties occur, the Field Liaison will work with the student and the Field Instructor to resolve it. Difficulties that may occur in a placement may include but are not limited to 1) Student personal issues;

2) Field Instructor or Task Supervisor leaving the agency or needing to rescind an agreement to supervise and 3) Changes in Agency staffing or services.

The Field Liaison should be informed immediately of any changes in supervision for students, so that adjustments can be made as smoothly and quickly as possible. A coordinated plan will be discussed with all parties to sustain the student's placement.

iii. Accommodations for Students with Disabilities

In the field application process's initial stages, students are told to notify the Field Director of existing accommodations needed for the field practicum. Students are asked to list any accommodation needed in the field application for the Field Instructors to review before the screening interview. Students can visit the FPU Academic Support Services for assistance in identifying a detailed description of appropriate accommodation. In addition, the Field Director is available for consultation to assist in identifying agencies that can support the student's learning needs.

PART IV EVALUATION OF PRACTICE

A. EVALUATION OF STUDENT'S PERFORMANCE

At both the mid-point and end of the field experience, students and Field Instructors are required to complete a formal *MSW Field Evaluation* document (*Appendix X*). The evaluation process is an opportunity to identify the student's progress toward field education competencies and CSWE EPAS in accordance with the student's learning contract. The evaluation process is vital to the student's learning and is used to monitor the student's progress and readiness for professional social work after graduation. The same evaluation form is used twice during the placement (midpoint and final). The Midterm Evaluations are due 16 weeks (about 4 months) into the field placement and must be completed and signed by the student, Field Instructor and Field Liaison by the given due date. The Final Evaluations are completed by the student and the Field Instructor, then discussed with the student, and then submitted to the Field Liaison with a brief written summary of the learning experience and the student's performance. Students will complete a Mid-Term and Final Evaluation each participating year. Additionally, the ratings on the evaluation document are considered when figuring the student's final grade in the senior seminar course. However, the final evaluations should not be a surprise to either the student, Field Liaison or Field Director. The social work field faculty strongly encourage on-going evaluation for each student and see this as a continuous process in which the student, Field Instructor, and Field Liaison engage.

B. EVALUATION OF FIELD PLACEMENT/AGENCY

At the end of the student's field placement experience all students complete an evaluation of the field placement agency. The evaluation gives faculty and staff information about the experiences the field placement provided the student and the support that the student received in their placement. This evaluation assists the Field Director in determining future placements.

PART V FIELD INSTRUCTOR RESOURCES

A. FIELD ORIENTATION

The Field Director meets with the agency and Field Instructors prior to determining placement for students. In this meeting, expectations, policies, procedures, and field requirements are discussed in detail. In addition, prior to entering the field, students, and all Field Instructors, will participate in a field orientation meeting. The field orientation provides methods in fielding questions, concerns, and scenarios in a safe learning environment, where

the program's faculty are present to disseminate materials and discuss policies, procedures, and expectations for both the site and student. Students and Field Instructors are provided with the program's Field Calendar that includes important dates such as student and Field Instructor evaluations, field dates, holidays, breaks, and training throughout the semester. The Field Director informs Field Instructors of contact information and options for contact whenever a question or concern may arise. This ensures that the Field Instructors can rely on the program faculty for guidance and support during the field process.

B. ONLINE TRAINING FOR FIELD INSTRUCTORS

It is the program's intention to incorporate a series of training courses for Field Instructors that will assist in developing their supervisory skills in field education. These training courses are coordinated by the field faculty and will be guided by the social work professional competencies and the program's overall mission, goals, and objectives for student learning. This online series is offered to new and incoming Field Instructors.

Completion of the training will be mandatory for new Field Instructors and those who have not yet completed the training. Upon completion, Field Instructors will receive a certificate of completion. Field Instructors also working with multiple universities will be highly encouraged to complete the FPU orientation. However, completion of the orientation will be considered optional if faculty present evidence of Field Instructor training completion from a neighboring BSW program. A valid certificate of completion for Field Instructor orientation should be conducted every 3 years. The field education policy is necessary in addressing current changes in social contexts that impact field education.

i. SBIRT

SBIRT is a comprehensive, integrated, public health approach to the delivery of early intervention and treatment services for persons with substance use disorders, as well as those who are at risk of developing these disorders. Primary care centers, hospital emergency rooms, trauma centers, and other community settings provide opportunities for early intervention with at-risk substance users before more severe consequences occur.

- Screening quickly assesses the severity of substance use and identifies the appropriate level of treatment.
- Brief intervention focuses on increasing insight and awareness regarding substance use and motivation toward behavioral change.
- Referral to treatment provides those identified as needing more extensive treatment with access to specialty care. ("Screening, Brief Intervention, and Referral to Treatment (SBIRT) | SAMHSA")

i. NASW

NASW works to enhance the professional growth and development of its members, to create and maintain standards for the profession, and to advance sound social policies. NASW also contributes to the well-being of individuals, families and communities through its work and advocacy ("Facts About NASW").

C. UNIVERSITY SPONSORED FIELD INSTRUCTOR TRAINING

The FPU Social Work program encourages students and field setting partners to attend seminars, workshops, and forums presented by the social work department. These meetings are held periodically and are presented to students, social work professionals, and community members in efforts to ethically implement various approaches in practice.

**PART V
FACULTY DIRECTORY**

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Department of Social Work

COVID-19 RELEASE OF LIABILITY, ASSUMPTION OF RISK, AND PROMISE NOT TO SUE

Activity: SOCIAL WORK STUDENTS -- ONSITE FIELD INTERNSHIP

Activity Location:

In connection with the fulfillment of STUDENT's field internship requirement, Fresno Pacific University (FPU) has informed the STUDENT of the COVID 19 regulations and the STUDENT has voluntarily elected to participate in field internship training conducted onsite at an assigned agency (hereinafter referred to as the "ACTIVITY"). STUDENT is free to opt out of ACTIVITY at any time and inform FPU of that decision.

DISCLOSURES

In electing the ACTIVITY, STUDENT understands, recognizes and has taken into account the following:

1. The ACTIVITY requires and involves direct contact, including physical contact, with clients, or other individuals present at the facility. Virtual or online internship does not require or involve such direct contact.
2. Since in or about January 2020, there has existed and continues to exist a nationwide pandemic commonly referred to as the COVID-19 pandemic.
3. COVID-19 is highly contagious, and capable of widespread person-to-person transmission.
4. During the ACTIVITY, STUDENT may come into direct or close contact with clients or other individuals at the facility who have contracted COVID-19 or who might otherwise be contagious.
5. During the ACTIVITY, STUDENT may be exposed to and/or contract COVID-19.
6. There is and can be no guarantee that STUDENT will not be exposed to or contract COVID-19 during the ACTIVITY.
7. FPU makes no representations and can give no assurances about the degree to which STUDENT may be exposed to COVID-19 during the ACTIVITY.
8. FPU makes no representations and can give no assurances about the risk or probability that STUDENT may contract or transmit COVID-19 during the ACTIVITY.
9. FPU makes no representations and can give no assurances about the practices, measures or methods employed or adopted by the facility related to the COVID-19 pandemic, or the sufficiency and adequacy of those practices, measures or methods.
10. Notwithstanding any practices, measures or methods employed or adopted by the facility, including the use of personal protective equipment, there will still be a risk and possibility of contracting or transmitting COVID-19 during the ACTIVITY.

STUDENT DUTIES AND OBLIGATIONS.

If STUDENT is exhibiting symptoms of acute respiratory illness, a fever of 100.4°F or higher, or signs of a fever, STUDENT agrees to remain isolated and self-quarantine until symptom-free for 24 hours without the use of medication. In the event facility's rules require STUDENT to self-quarantine because of symptoms, or STUDENT otherwise determines to self-quarantine, STUDENT will notify FPU immediately.

ASSUMPTION OF RISK

Pursuant to the professional licensing requirements established by the State of California and/or national accreditation/certification standards, STUDENT is required to engage in a specified percentage of field internship hours involving direct client services. STUDENT is voluntarily participating in the ACTIVITY at this time in order to satisfy that requirement as expeditiously and quickly as possible, notwithstanding the COVID- 19 pandemic.

STUDENT is aware of the risks associated with the pandemic which includes but are not limited to physical or psychological injury, pain, suffering, contagiousness, illness, temporary or permanent disability, economic or emotional loss, and/or death. STUDENT understands that these injuries or outcomes may arise from STUDENT's own or other's actions, inaction, or negligence.

STUDENT expressly and without qualification agrees to assume, and does assume, sole responsibility for all risks, known or unknown, relating to the COVID-19 pandemic associated with or attributable to the ACTIVITY.

RELEASE AND PROMISE NOT TO SUE

The term "UNIVERSITY" means and refers to Fresno Pacific University (FPU), the Trustees of FPU, the various campuses of FPU, and the employees, officers, directors, contractors, volunteers and agents of FPU.

In consideration for being allowed to participate in the ACTIVITY, STUDENT (on behalf of STUDENT and STUDENT's next of kin, heirs and representatives):

1. **Releases and discharges UNIVERSITY** from any and all actions, claims, causes of action and liability, including claims of negligence, that in any way are related to, based on, or involve the COVID-19 pandemic and the ACTIVITY; and,
2. **Agrees and promises not to sue or assert** any action, claim, or cause of action against the UNIVERSITY that in any way relates to, is based on, or involves the COVID-19 pandemic and the ACTIVITY.

ACKNOWLEDGEMENTS

STUDENT understands the legal consequences of signing this document, including (a) releasing the UNIVERSITY from liability relating to the ACTIVITY and the COVID-19 pandemic, (b) promising not to bring claims against the UNIVERSITY relating to the ACTIVITY and the COVID-19 pandemic, (c) and assuming sole responsibility for all COVID-19 pandemic risks relating to, arising out of or associated with the ACTIVITY.

STUDENT understands that this document is written to be as broad and inclusive as legally permitted by and under California law. STUDENT agrees that if any portion is held invalid or unenforceable, STUDENT will continue to be bound by the remaining terms.

STUDENT understands and acknowledges that STUDENT may discuss and review this document with an attorney before signing it.

BY CLICKING YES BELOW, I ACKNOWLEDGE THAT I HAVE READ AND UNDERSTOOD ALL OF THE TERMS OF THIS RELEASE AND THAT I AM VOLUNTARILY GIVING UP SUBSTANTIAL LEGAL RIGHTS, INCLUDING THE RIGHT TO SUE RELATED TO MY VOLUNTARY PARTICIPATION IN THE ACTIVITIES.

Student Name

Date

Student Submit

Yes No



Department of Social Work

Field Instructor Credential Form

Field Instructor Name	School Attended	Social Work Degree Obtained <input type="checkbox"/> BSW <input type="checkbox"/> 2+ Years Work Experience <input type="checkbox"/> MSW	Additional Training/Licensing
Phone Number	Email Address	Are you currently providing supervision under your employed agency? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, name of agency

Please describe any prior teaching/supervision of interns from other schools or other related experience.

What settings have you worked at that lend to social work experience and list the number of years' experience.

Please upload a copy of your current resume and degree



Department of Social Work

Social Work Field Instructor Supervision Training Completion

Fresno Pacific University's Field Instructor Training is designed to provide guidance to field instructors in understanding their role. The training also provides field instructors with information about learning styles, expectations, guidance on how to lead weekly supervision meetings, and how to deal with challenges in the field, as well as all required forms and evaluations used during the student's field experience. By electronically signing and submitting this form, I acknowledge that I have completed the required training to be a field instructor. I am also aware that I may contact the Field Coordinator should I have any questions regarding this training or other issues related to supervision.

Name



Department of Social Work

SOCIAL WORK PLACEMENT FIELD SETTING PROFILE FORM

Agency Information

Name of Agency	Mailing Address	City	State
Zip Code	Phone Number	Fax Number	Website

Contact Information

Contact Person	Title	Phone	Cell Phone	Email
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Field Instructor Information

Field Instructor (If different)	Title	Phone
Location	Cell Phone	Email

Agency/ Program Purpose:

--

Services Provided by the agency/ program:

--

Agency Type/Setting

Type of Agency:	Other	Agency/Program Setting:	Setting	Other
<input type="checkbox"/> Community Collaborative <input type="checkbox"/> Public Agency <input type="checkbox"/> Private Non-Profit <input type="checkbox"/> Social Service Agency	Other:	<input type="radio"/> Criminal Justice <input type="radio"/> Medical Social Work <input type="radio"/> School Social Work <input type="radio"/> Drug & Alcohol Treatment	<input type="checkbox"/> Mental Health / Counseling <input type="checkbox"/> Poverty/Homelessness <input type="checkbox"/> Public / Government <input type="checkbox"/> Domestic Violence	Other:

Student Training and Supervision

Agency has a plan for training/orientation that includes:	Training	Other
<input type="checkbox"/> Agency Policy and Procedures <input type="checkbox"/> Mandatory Reporting <input type="checkbox"/> Documentation <input type="checkbox"/> Emergency Response <input type="checkbox"/> Confidentiality	<input type="radio"/> Community Overview <input type="radio"/> Safety Procedures <input type="radio"/> Sexual Harassment <input type="radio"/> HIPPA Regulations	Other:

Field Instructor/Supervisor will provide direct supervision:

- Weekly Daily Other

Specific Learning Outcomes Possible:		
<input type="checkbox"/> Knowledge of the community, agency setting, clientele resources <input type="checkbox"/> Communication skills: Interpersonal, Professional, Written, Oral <input type="checkbox"/> Personal and professional Ethics <input type="checkbox"/> Intercultural Competency <input type="checkbox"/> Leadership	<input type="radio"/> Leadership <input type="radio"/> Public Policy/Analysis <input type="radio"/> Statistics & Research Methods Case <input type="radio"/> Management Skills <input type="radio"/> Self-Assessment/ Personal Development	Other:

Special requirements of the agency for student interns: list any special requirements (ie. bilingual capability, fingerprinting/background checks, physical exam, TB clearance, immunizations, etc.)

Shift Availability in Placement, mark all that apply:

- Day hours Evening hours Weekend hours In-Agency (internship within employment)



Department of Social Work

MSW Exception to Field Hours Form

In accord with the FPU Social Work MSW Field Manual, current expectations for field placement hours for students is as follows:

Two-Year Graduate Program

The Two-Year Graduated are in 15 hour a week block placement which continue throughout the two years.

Advanced Standing (AS)

Advanced Standing (AS) students will be in the field 16 hours a week over the course of 32 weeks.

Students would use the Field Hour Exception Request form to request to adjust the program required field hours of 950 for Two-Year Graduate program and 500 for Advanced Standing program.

Requirements for Approval:

- The student must provide a valid reason as to why their hours need to be supplemented.
- The plan must be approved by both the field site, Field Instructor and Faculty Liaison. If approved, the exception plan is attached to the Learning Contract with the dates and field hours clearly listed.

Name

Field Setting

Student Explanation

Field Liaison Recommendation:

Field Director Approval

Yes No



Department of Social Work

MSW FIELD CANDIDACY FORM

Student Information

Student Information					
Student Name	Phone Number	Email	Address	City	Zip Code

Agency Information

Student Information			
Agency	Contact Name	Email	Zip Code
Address	City	Phone Number	EXT.

Evaluation

Evaluation of Candidate	Yes/No
Candidate was on time and prepared for the interview appointment.	<input type="radio"/> Yes <input type="radio"/> No
Candidate presented a positive image, polite, well-groomed, poised.	<input type="radio"/> Yes <input type="radio"/> No
Candidate's application suggests experience, interest, skill, or training that is appropriate for placement with this agency.	<input type="radio"/> Yes <input type="radio"/> No
Candidate interviewed well.	<input type="radio"/> Yes <input type="radio"/> No
Candidate is bi-lingual, trained in sign language, etc.	<input type="radio"/> Yes <input type="radio"/> No

Other Comments:

Accept For Placement

Overall this candidate is acceptable for placement:	<input type="radio"/> Yes <input type="radio"/> No
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Department of Social Work

MSW CORRECTIVE ACTION PLAN

Student Name	Agency	Field Instructor	Faculty Field Liaison	Faculty Field Director
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Date of Corrective Action Plan

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Identified Performance Issues:

	Identified Performance Issues:
1.	
2.	
3.	
4.	

Corrective Action Plan:

	Corrective Action Plan:	Target Date:
1.		
2.		
3.		
4.		

Field Instructor

	Field Instructor Will:	Target Date:
1.		
2.		
3.		
4.		

Field Faculty

	Field Faculty Will:	Target Date:
1.		
2.		
3.		
4.		

Scheduled Review Date:

I have participated in this Corrective Action Plan and understand my responsibilities in carrying out the objective discussed as well as the outcomes of my continued unsatisfactory performance.

Outcomes

	Outcomes of Continued Unsatisfactory Performance:	Target Date:
1.		
2.		
3.		
4.		



Department of Social Work

Consent to Release Records to Field Agencies

I, (Student Name Below)

consent to having my Field Internship Application and Personal Essay released to the following social service agencies for the purpose of considering me for an internship within the agency. I understand that the agency will maintain the confidentiality of my records and not release information from my file to any other source.

Agencies which may be sent my application are: (Site Names)

Site Name
1.
2.
3.

By clicking submit below, I agree to have my Field Application and Personal Essay submitted to the above listed sites.



Department of Social Work

Fresno Pacific University MSW Social Work Program

STUDENT INFORMATION STATEMENT REGARDING IMPACT OF CRIMINAL BACKGROUND HISTORY, DRUG SCREEN RESULTS, AND/OR RECORD OF CHILD AND/OR ADULT PROTECTIVE SERVICE SUBSTANTIATED COMPLAINTS

Students in a professional Social Work Program are expected to demonstrate the capacity to practice with integrity and within the ethical guidelines outlined within the NASW Code of Ethics. Increasingly, students and employees are required by field placement sites or future employers to undergo a criminal background check, child and/or adult protective services check* and initial baseline and/or random drug screen tests, prior to engaging in field work or employment. Felony convictions and some serious misdemeanors may negatively impact a student's forward progress and/or completion of her/his academic program as well as future professional licensure and future employment within the Social Work field.

Such information could impact the student in the following areas:

- 1) The ability to secure and complete the required Field Placement Experience, as most field placement agencies request criminal background investigations, fingerprint checks, child and/or adult protective services check and/or random drug screens; and/or
- 2) The ability to secure employment within the social work field, as most employers within the social work field require that applicants complete criminal background investigations, fingerprint checks, child and/or adult protective services check and/or random drug screens, as a condition for employment.

*It is therefore highly recommended, that students disclose any aforementioned criminal and/or child/adult protective services involvement that may impede the field placement process. The social work program requests disclosures be made prior to the beginning of the field placement process to assist in the student academic plan. Information can be further discussed with the social work program director and/or the field coordinator.

By submitting below, I verify/certify that I have read and understand the above information regarding the potential impact of certain backgrounds and/or behaviors/actions upon my ability to complete my masters of social work degree program and/or acquire employment. Student

Name



Department of Social Work

SOCIAL WORK PLACEMENT MSW FIELD INTEREST FORM

Name	Student ID	Address	City
Cohort	Cell Phone	FPU Email	Alternate Email

Availability (check all that apply):

- Days Evenings Weekends

Areas of Interest for Field Work: (check top 4 areas of interest)

- Child Welfare
- Working with Disabled Populations
- Working with Juveniles
- Drug & Alcohol Counseling
- Mental Health
- Gerontology - Adult Protective Services
- Children & Families
- Medical Social Work
- School Social Work
- Probation/Corrections
- Working with Homeless; Poverty
- Victim Witness
- Domestic Violence
- Other:

IMPORTANT DATES FOR STUDENTS ENTERING FIELD PLACEMENT

March – Mandatory Field Introduction Orientation

April 1st – Deadline for field application and personal essay due to Field Director

May – Interview w/ Field Director to discuss agency options

June – Schedule and conduct interviews with potential internship agencies

July – Official field placements determined



Department of Social Work

MSW FIELD INTERNSHIP APPLICATION

Name	Student ID	Address	City
Cohort	Cell Phone	FPU Email Address	Alternate Email Address

Availability for field placement (check all that apply):

Days Evenings Weekends

Write a brief paragraph explaining your prior social work/human services experience and leadership and organizational activities. Include leadership and committee responsibilities, work experience and volunteer experience relevant to the field of social work.

Indicate any work experience, cross-cultural living experience, or other activities (volunteer work, missions work, study abroad, etc.) that will highlight your ability to work with diverse populations.

Indicate 3 fields of social work and/or social problems in which you are most interested. Briefly describe the origin and nature of your interest.

Indicate the languages, other than English, that you speak by checking the appropriate lines:

Language	Fluency
Spanish	Please Select <input type="checkbox"/> Fluent <input type="checkbox"/> Conversational <input type="checkbox"/> Speak & Write <input type="checkbox"/> N/A
Hmong	Please Select <input type="checkbox"/> Fluent <input type="checkbox"/> Conversational <input type="checkbox"/> Speak & Write <input type="checkbox"/> N/A
French	Please Select <input type="checkbox"/> Fluent <input type="checkbox"/> Conversational <input type="checkbox"/> Speak & Write <input type="checkbox"/> N/A
German	Please Select <input type="checkbox"/> Fluent <input type="checkbox"/> Conversational <input type="checkbox"/> Speak & Write <input type="checkbox"/> N/A
Other	Please Select <input type="checkbox"/> Fluent <input type="checkbox"/> Conversational <input type="checkbox"/> Speak & Write <input type="checkbox"/> N/A

Students must arrange transportation to their place of field instruction. Transportation may also be needed for home visits and trips to other agencies.

Do you have a current CA Drivers license? <input type="radio"/> Yes <input type="radio"/> No
Do you plan to use your own personal vehicle for transportation to and from your internship? <input type="radio"/> Yes <input type="radio"/> No
Are you able to provide proof of auto insurance? <input type="radio"/> Yes <input type="radio"/> No
If you answered NO to any of the above questions, describe the transportation arrangements you plan to make.

Will you need any special accommodations in your field placement? If so, explain.

Upload Personal Essay Here (instructions are under the Forms tab)



Department of Social Work

Social Work MSW Field Manual Review Form

The Social Work MSW Field Manual is designed to help students and field agencies understand and plan for the field practicum experience. The manual provides an overview of the Fresno Pacific MSW Social Work Program mission, goals, and expected student outcomes/competencies as well as providing information about the expectations, policies, and procedures for practicum students and instructors. The field practicum has been identified by the Council on Social Work Education as the signature pedagogy of the profession.

Thus, field education plays a critical role in the preparation of future social workers. Name

Please check if you are a student or site contact

<input type="radio"/> Student <input type="radio"/> Site
--

By clicking submit below I acknowledge that I have read and reviewed the FPU Social Work MSW Field Manual



MSW FIELD PRACTICUM AGREEMENT

It is mutually agreed by (site named below)

and the Fresno Pacific University Department of Masters of Social Work Education that field instruction and social work practice experience will be provided at the above-named agency for (the student named below)

the internship will start on

the internship will end by

Responsibilities of Fresno Pacific University

The responsibilities of the school rest primarily with the Field Staff and shall include the following:

1. To provide educational direction during the practicum experience.
2. To match student's interests, goals, and educational objectives with the agency and field instructor best suited to meet these needs.
3. To maintain close communication with field instructors by means of telephone, letter and a minimum of two site visits per semester.
4. To inform field instructors of particular student's background, academic achievement, and personal strengths and limitations prior to the placement.
5. To evaluate student's performance in the placement, based on field instructor's and student's mid- semester and end of placement evaluation forms, comments and group supervision conferences.
6. To be responsible for maintaining the records ensuring students meet the health requirements of the agency, including immunization and annual tuberculosis testing records.
7. To provide professional liability coverage for students while they are in the field agency. Copies of said coverage and hold harmless agreements will be sent to the field agency by the university.
8. To support students' field education, as well as adhering to the safety of students. FPU will monitor local health and safety recommendations and require students to follow the guidelines set forth by the CDC for COVID-19.

Responsibilities of the Site

Field Instructors should be committed to the values and goals of the Fresno Pacific University Social Work Program, including following the NASW code of ethics in social work. Specific Responsibilities will include:

1. Orientation of students to the agency's policies, procedures and physical layout and any other info the student may need to do their work properly.
2. Provision of office supplies, telephone and office space enabling the students to function effectively.
3. Assignment of tasks, responsibilities and learning experiences commensurate with the students' knowledge and skill level.
4. Provision of on-going evaluative feedback to the students.
5. Ensure supervision is given to the students for at least one hour per week by approved Field Instructor.
6. Participation in the midterm and final evaluation with the field practicum coordinator and the students.
7. Evaluation of how well the Fresno Pacific University Social Work Program has prepared students for their practicum experience.
8. Implement safeguards to the greatest extent possible to support the safety and well-being of students in the field. Agencies are required to provide a safe working environment to prevent and reduce the risk of contacting COVID-19.

Responsibilities of the Student

The student shall be responsible for the following:

1. Compliance with the agency's policies, procedures, programs and operating standards.
2. Completion of all assignments required by Fresno Pacific University Social Work Program and Agency.
3. Preparation for, and participation in, evaluation conferences.
4. Maintenance of professional and ethical behavior.
5. Accurate and complete confidential record keeping.
6. Transportation to and from the field agency.
7. Students should review their field placement policies regarding safety procedures. When students have safety concerns, they should discuss these concerns with their field instructor and/or task supervisor to discuss the best course of action.

All of the above listed responsibilities are discussed in more detail in the MSW Field Instruction Manual, which will be distributed to all students and agency field instructors at orientation.

This field practicum agreement may be terminated by any of the three parties upon notice to the others in advance of the field practicum semester. Such termination should allow sufficient time for alternative placement arrangements to be made. Should termination be necessary for any reason during the field practicum semester, all parties should convene prior to termination.



Department of Social Work

Fresno Pacific University Social Work Program
MSW Final Field Evaluation

Pass/Fail

1. Process for Completing Evaluation:
2. Student rates themselves on all competencies and clicks "SUBMIT"
3. Field Instructor(s) rates student and clicks "SUBMIT." (Field Instructor AND Task Supervisor give one rating together)
4. Student and Field Instructor(s) meet for evaluation conference to discuss evaluation.
5. Student marks checkbox on field evaluation and clicks "SUBMIT" again.

Note: We recommend referring to the Learning Agreement while completing the evaluation. The Learning Agreement can serve as a reminder for how the student is demonstrating the competencies at their internship.

Student:	Program Format: Two-Year Graduate or Advanced Standing, semester, and cohort number (if applicable).	Agency:	Field Instructor:
Task Supervisor (if applicable):	Faculty Field Liaison:	Total Hours Completed to Date for this evaluation period: <i>**NOTE: Two-Year Graduate Students will need a total of 450 by the end of year one. Advanced Standing students will need a total of 500 hours.**</i>	Date:

Instructions:

Field Instructor and Student are to evaluate performance by clicking on the appropriate numerical rating to the right of each Behavior.

N/A should not be used on the Final Evaluation.

SCALE:

5 Exceptional Demonstration of Skill Development:	4 Consistent Demonstration of High Level of Skill Development:	3 Progressing in Demonstration:	2 Beginning Skill Development:	1 Unacceptable Performance:	NA Not Applicable:
The skill is an integrated part of the student's stance and style. Student exhibits independence, creativity, and flexibility in the use of the skills.	Understands concepts and demonstrates the skills with consistency.	Student Understands the concepts and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency.	Student shows understanding of the concepts introduced and how it may have been applied in advanced practice situations.	Student shows little evidence of understanding concepts and/or demonstration of skill development.	Student has not yet had an opportunity to demonstrate competency in this area or field placement may not provide the opportunity to demonstrate the competency.

Competency #1: Intern Demonstrates 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, antiracist, 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
1.1	Makes 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.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
1.2	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
1.3	Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
1.4	Uses supervision and consultation to guide professional judgment and behavior.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #2: Intern Advances 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
2.1	Intern advocates for human rights at the individual, family, group, organizational, community system levels.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
2.2	Intern presents themselves as learners and engages in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #3: Intern Engages 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 10 2022 Educational Policy and Accreditation Standards values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
3.1	Intern demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
3.2	Intern demonstrates 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 experiences.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #4: Intern Engages 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
4.1	Intern identifies 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.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
4.2	Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

PLEASE SAVE FREQUENTLY! Sessions timeout after 20 minutes, and all unsaved responses will be lost. Scroll down and click the first SAVE button.

Competency #5: Intern Engages in Policy Practice.

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, 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, 2022 Educational Policy and Accreditation Standards 11 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
5.1	Intern uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
5.2	Intern applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: (Optional)

Competency #6: Intern 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
6.1	Intern applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
6.2	Intern uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: (Optional)

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 12 2022 Educational Policy and Accreditation Standards 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
7.1	Intern applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
7.2	Intern demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: (Optional)

Competency #8: Intern Intervenes 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
8.1	Intern engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
8.2	Intern incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #9: Intern Evaluates 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, 2022 Educational Policy and Accreditation Standards¹³ and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
9.1	Intern selects and use culturally responsive methods for evaluation of outcomes.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
9.2	Intern critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

PLEASE SAVE FREQUENTLY! Sessions timeout after 20 minutes, and all unsaved responses will be lost. Scroll down and click the first SAVE button.

Competency #10: Faith Integration

Student understands the relationship between social work and the Christian faith in the context of a liberal arts education informed by a Christian worldview and the Fresno Pacific Idea.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
10.1	Sets boundaries to prevent imposition of their personal religious beliefs and values on their clients.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
10.2	Works with faith-based and non-faith- based organizations to provide holistic services for clients.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
10.3	Appreciates and works with religiously and spiritually diverse clients.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Required Comments Section

(We encourage all task supervisors to comment in the "task supervisor" sections below.
Once you comment, please click the Field Instructor Submit button to save your comments)

1. Please comment on the student's strengths and successes during this evaluation period.

Task Supervisor Comments (Optional)
Field Instructor Comments

*****Note: If a rating of 1 was given on any particular practice behavior, strategies for improvement in those areas must also be provided below.**

2. Please comment on the student's strengths and successes during this evaluation period.

Task Supervisor Comments (Optional)
Field Instructor Comments

Student : After you have rated yourself on all practice behaviors, click the "Student 1st Submit" button below.

Field Instructor: After you have rated the student on all practice behaviors, click the "Field Instructor Submit" button below.

Student: After your Field Instructor has completed their ratings, and you have participated in an Evaluation Conference with your Field Instructor, mark the checkbox and click the "Student 2nd Submit" button below.

I have reviewed this evaluation and discussed the results with my Field Instructor.

Faculty Field Liaison :

Has this student completed the total hour requirement for the final evaluation?

--

Did this student pass/fail their Final Evaluation?

--



Department of Social Work

MSW FINAL FIELD SITE VISIT

Student Name	Agency	Field Instructor	Task Supervisor	Faculty Liaison

Date of Site Visit

Present at Site Visit

- Student
- Field Instructor
- Other

Others Present at Site Visit

Method of Site Visit

- Site Visit
- Virtual Visit

Learning Agreement:

- Student successfully completed Learning Agreement goals
- Student was realistic with set goals

Comments:

Supervision:

- Supervisory relationship positive
- Supervisory relationship strained (please discuss in comments)
- Student showed insight and awareness of self
- Supervision time was consistent
- Student used critical thinking/problem solving)

Comments:

Final Evaluation:

- Reviewed final evaluation due date
- Discussed joint completion of evaluation
- Discussed completion of form on SONIA system

Comments:

Termination:

- Discussed plans for agency termination
- Discussed transfer of cases

Comments:

Evaluation of Practice:

- Discussed the progress the student has made with regard to professional growth
- Discussed overall skill development

Comments:

COVID Requirements:

- Site requires COVID Vaccination/Booster
- Site does not require COVID Vaccination
- Site requires weekly verification of negative testing

Background Requirement:

- Site requires fingerprints
- Fees associated with clearance check
- Site open to students with criminal history
- Site requires other verification (TB test, Physical)

Clearance Fees:



Department of Social Work

**Fresno Pacific University MSW Work Program
In-Agency Field Placement Guidelines**

INTERNSHIPS AT EMPLOYMENT SITE POLICY

The MSW degree is an advanced generalist focus and encourages students to intern in different fields of practice from their regular employment. If a student requests to do their internship hours at their place of employment they should consider the following guidelines.

- The placement will need to take place in an area that is separate from their area of employment.
- The arrangement will require learning objectives that may necessitate additional time above and beyond regular work hours to complete the field practicum activities.
- A meeting between the employer, student, and designated field faculty is required before a final decision is determined.
- Students are responsible for submitting the request according to the Field Calendar due date.
- Students will be notified by the Field Director whether an in-agency placement is granted.
- The student will then have to petition the MSW Field Director by submitting an *In-agency Field Placement Request* form.

Date	Student Name	Academic Format <input type="checkbox"/> DC <input type="checkbox"/> TUG	Semester <input type="checkbox"/> Fall <input type="checkbox"/> Spring
Employer/Agency Name		Agency Supervisor	Job Title

Please list your current job duties/responsibilities-

Signature Page:

By clicking submit below you indicate approval of the in-agency placement and proposed learning activities described above. In addition, signatures affirm the agreement written in the In-Agency Field Placement Guidelines outlined in the previous page. Changes to this agreement cannot be made without a written request and approval from the agency and the FPU SW Field Director.



Department of Social Work

INITIAL MSW FIELD SITE VISIT

Student Name	Agency	Field Instructor	Task Supervisor	Faculty Liaison
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Date of Site Visit

Present at Site Visit

- Student Field Instructor Other

Method of Visit:

- Agency Visit Virtual Visit Telephone Visit

Others Present at Site Visit

Schedule Set <input type="radio"/> Yes <input type="radio"/> No	Hours on Track (225 Two-Year) (250 AS) <input type="radio"/> Yes <input type="radio"/> No	Safety Protocols Reviewed <input type="radio"/> Yes <input type="radio"/> No	Access to Sonia <input type="radio"/> Yes <input type="radio"/> No	Syllabus Provided <input type="radio"/> Yes <input type="radio"/> No
--	--	---	---	---

Supervision/Field Instructor

- Field Instructor has completed FI training and submitted credentials
- Student/FI have reviewed Field Manual
- Supervision has been calendared weekly
- If Field Instructor is not available, there is another contact for student
- Field assignments discussed
- Importance of using the learning contract for supervision has been discussed

Comments:

Professional Skill Development:

Expectations & Review

- Demonstrate punctuality & good attendance
- Maintain professional appearance and demeanor
- Demonstrates appropriate professional boundaries and interpersonal skills
- Adheres to NASW Code of Ethics
- Adheres to agency policies and procedures
- Manages time effectively
- Student responds well to constructive feedback
- Critical thinking skills are being utilized

Comments:

Learning Experiences/Learning Agreement:

- Learning Agreement has been started and student has received feedback from field/task supervisor
- Learning Agreement activities are clearly linked to objectives
- The student has an adequate range of activities with diverse client/system
- Student has/will have the opportunity to work with individuals/families/ groups
- Student has/will have the opportunity to work with service providers/community resources
- Student has/will have the opportunity to attend trainings
- Discuss Key learning experiences

Comments

Questions/Comments/Areas in need of follow-up:



Department of Social Work

Student Name	Semester of Field Placement

Students who do not hold the appropriate documents to drive legally in the field are required to inform their agency of this prior to placement beginning. It is the student's responsibility to secure transportation to and from the field setting. It is also the student's responsibility to provide his/her own liability insurance coverage for agency-related travel if no such coverage is provided by the agency. Fresno Pacific University does not reimburse students for the use of their automobiles or for other expenses incurred in the conduct of agency business. Agencies are encouraged but not required to reimburse interns for mileage for agency business. **It is the requirement of the Social Work Program that interns not transport clients in their own vehicles. Fresno Pacific University does not provide any coverage for transportation of clients. The Program recommends and requests that students do not transport clients as part of their internship duties. Interns who transport clients do so under their own automobile insurance and at their own risk and liability.** Students may travel with agency representatives on agency business. Any field internship trips out of the area must be reported to the Field Faculty prior to the trip and must be reflected on the learning contract. The student is responsible for communicating with the Field Faculty of any travel plans as part of the field internship out of the local service area.

Please upload a copy of your driver's license.

Please upload a copy of your current automobile insurance.



Department of Social Work

MSW LEARNING CONTRACT

INSTRUCTIONS ON COMPLETING THIS DOCUMENT:

The learning contract is an agreement between the student and the field instructor that operationalizes how the student will achieve each of the 10 competencies required by the CSWE and Fresno Pacific University's Social Work Program. There are 10 Competencies the students are required to develop, and under each competency you will see some specific practice behaviors they should engage in to meet this competency. Students are also asked to develop their own personalized learning activities that align with each competency, and that will allow them to further develop their skills in this area. This learning contract is a working document and is designed to give direction and structure to the learning experience. The student, the field instructor, and task supervisor (if applicable) should work on this document together to ensure the planned activities are feasible and appropriate for the student's placement. Students must include a minimum of 3 learning activities for each competency. The learning activities should reflect the student's learning needs and the agency perimeters. The learning contract may be updated at the mid-term point as ongoing development of learning activities are assessed and identified between the student and field instructor.

SAVE FREQUENTLY BY SCROLLING DOWN TO SAVE DRAFT BUTTON

Agency:	Student:	Field Instructor:	Task Supervisor (if applicable):
FPU Seminar Instructor:	Semester: <input type="radio"/> Fall <input type="radio"/> Spring	Date:	I have read the Learning Agreement Instructions above: <input type="radio"/> Yes <input type="radio"/> No

Please indicate the time the student is in placement at this agency each day.

MONDAY	TUESDAY	WEDNESDAY	THURS	FRIDAY	SATURDAY	SUNDAY

NARRATIVE DESCRIBING THE FIELD SETTING:

Brief description of the field setting (clients served, professions represented, funding sources, size):

Competency #1: Student will 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, antiracist, 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.

1.1	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
1.2	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
1.3	Use technology ethically and appropriately to facilitate practice outcomes.
1.4	Use supervision and consultation to guide professional judgment and behavior.
Planned Activities	
	Targeted Completion

Competency #2: Engage Diversity and Difference in Practice.

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.

2.1	Advocate for human rights at the individual, family, group, organizational, and community system levels.
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
Planned Activities	
	Targeted Completion

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

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 10 2022 Educational Policy and Accreditation Standards values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
3.2	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 experiences.

Planned Activities	Targeted Completion

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.

4.1	Apply research findings to inform and improve practice, policy, and programs.
4.2	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.

Planned Activities	Targeted Completion

Competency #5: Engage in Policy Practice.

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, 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, 2022 Educational Policy and Accreditation Standards 11 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.

5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Planned Activities	Targeted Completion

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.

6.1	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
6.2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Planned Activities	Targeted Completion

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 12 2022 Educational Policy and Accreditation Standards 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.

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

Planned Activities	Targeted Completion

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.

8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Planned Activities	Targeted Completion

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, 2022 Educational Policy and Accreditation Standards 13 and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

9.1	Select and use culturally responsive methods for evaluation of outcomes.
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Planned Activities	Targeted Completion

Competency #10: Students will ethically integrate faith in social work practice.

Social workers recognize the importance of the past and its influence on the present and the future; engage in a collaborative search for knowledge and experience that leads toward a perceptive and creative relationship with God, humanity, and the natural world; are part of a community of learners committed to lifelong learning; and engage in informed reflection on personal, institutional, and societal values which contribute to developing a vision for wholeness, justice, and reconciliation. Social workers understand the value and importance of a person's spiritual development and beliefs.

10.1	Sets boundaries to prevent imposition of your personal religious beliefs and values on their clients
10.2	Works with faith-based and non-faith-based organizations to provide holistic services to clients.
10.3	Appreciate and work with religiously and spiritually diverse clients.

Planned Activities	Targeted Completion

FOR FIELD INSTRUCTORS:

I have reviewed and discussed this learning contract with the student.

Yes No



Department of Social Work

Fresno Pacific University Social Work Program
MSW Mid-Term Evaluation

Pass/Fail

6. Process for Completing Evaluation:
7. Student rates themselves on all competencies and clicks "SUBMIT"
8. Field Instructor(s) rates student and clicks "SUBMIT." (Field Instructor AND Task Supervisor give one rating together)
9. Student and Field Instructor(s) meet for evaluation conference to discuss evaluation.
10. Student marks checkbox on field evaluation and clicks "SUBMIT" again.

Note: We recommend referring to the Learning Agreement while completing the evaluation. The Learning Agreement can serve as a reminder for how the student is demonstrating the competencies at their internship.

Student:	Program Format: Two-Year Graduate or Advanced Standing, semester, and cohort number (if applicable).	Agency:	Field Instructor:
Task Supervisor (if applicable):	Faculty Field Liaison:	Total Hours Completed to Date for this evaluation period: <i>**NOTE: Two-Year Graduate Students will need a total of 225 by the end of year one. Advanced Standing students will need a total of 250 hours.**</i>	Date:

If hours do not meet the minimum requirement, please describe timeline in which they will be completed:

Instructions:

Field Instructor and Student are to evaluate performance by clicking on the appropriate numerical rating to the right of each Behavior.

N/A should not be used on the Final Evaluation.

SCALE:

5 Exceptional Demonstration of Skill Development:	4 Consistent Demonstration of High Level of Skill Development:	3 Progressing in Demonstration:	2 Beginning Skill Development:	1 Unacceptable Performance:	NA Not Applicable:
The skill is an integrated part of the student's stance and style. Student exhibits independence, creativity, and flexibility in the use of the skills.	Understands concepts and demonstrates the skills with consistency.	Student Understands the concepts and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency.	Student shows understanding of the concepts introduced and how it may have been applied in advanced practice situations.	Student shows little evidence of understanding concepts and/or demonstration of skill development.	Student has not yet had an opportunity to demonstrate competency in this area or field placement may not provide the opportunity to demonstrate the competency.

Competency #1: Intern Demonstrates 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, antiracist, 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
1.1	Makes 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.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
1.2	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
1.3	Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
1.4	Uses supervision and consultation to guide professional judgment and behavior.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #2: Intern Advances 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
2.1	Intern advocates for human rights at the individual, family, group, organizational, community system levels.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
2.2	Intern presents themselves as learners and engages in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #3: Intern Engages 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 10 2022 Educational Policy and Accreditation Standards values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
3.1	Intern demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
3.2	Intern demonstrates 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 experiences.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #4: Intern Engages 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
4.1	Intern identifies 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.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
4.2	Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

PLEASE SAVE FREQUENTLY! Sessions timeout after 20 minutes, and all unsaved responses will be lost. Scroll down and click the first SAVE button.

Competency #5: Intern Engages in Policy Practice.

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, 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, 2022 Educational Policy and Accreditation Standards 11 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
5.1	Intern uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
5.2	Intern applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #6: Intern 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
6.1	Intern applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
6.2	Intern uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

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 12 2022 Educational Policy and Accreditation Standards 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
7.1	Intern applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
7.2	Intern demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #8: Intern Intervenes 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.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
8.1	Intern engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
8.2	Intern incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Competency #9: Intern Evaluates 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, 2022 Educational Policy and Accreditation Standards¹³ and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
9.1	Intern selects and use culturally responsive methods for evaluation of outcomes.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
9.2	Intern critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

PLEASE SAVE FREQUENTLY! Sessions timeout after 20 minutes, and all unsaved responses will be lost. Scroll down and click the first SAVE button.

Competency #10: Faith Integration

Student understands the relationship between social work and the Christian faith in the context of a liberal arts education informed by a Christian worldview and the Fresno Pacific Idea.

	Behavior	Student Self Rating	Field Instructor(s) Rating of Student
10.1	Sets boundaries to prevent imposition of their personal religious beliefs and values on their clients.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
10.2	Works with faith-based and non-faith- based organizations to provide holistic services for clients.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A
10.3	Appreciates and works with religiously and spiritually diverse clients.	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> N/A

Student Comments:

Field Instructor(s) Comments: *(Optional)*

Required Comments Section

**(We encourage all task supervisors to comment in the "task supervisor" sections below.
Once you comment, please click the Field Instructor Submit button to save your comments)**

3. Please comment on the student's strengths and successes during this evaluation period.

Task Supervisor Comments (Optional)
Field Instructor Comments

Note: If a rating of 1 was given on any particular practice behavior, strategies for improvement in those areas must also be provided below.

4. Please comment on the student's strengths and successes during this evaluation period.

Task Supervisor Comments (Optional)
Field Instructor Comments

Student: After you have rated yourself on all practice behaviors, click the "Student 1st Submit" button below.

Field Instructor: After you have rated the student on all practice behaviors, click the "Field Instructor Submit" button below.

Student: After your Field Instructor has completed their ratings, and you have participated in an Evaluation Conference with your Field Instructor, mark the checkbox and click the "Student 2nd Submit" button below.

I have reviewed this evaluation and discussed the results with my Field Instructor.

Faculty Field Liaison:

Has this student completed the total hour requirement for the final evaluation?

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Did this student pass/fail their Final Evaluation?

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Department of Social Work

Personal Essay Instructions

PERSONAL ESSAY:

In planning field placements, both the field coordinator and potential agencies benefit from having a clear understanding of the student's interests, skills, talents, prior experience and career goals. This personal essay helps in determining a placement that is fitted for you. This personal statement should be no more than 1 typewritten page and will be turned in with the field application. Guidelines for the content and organization of this personal statement are below.

GUIDELINES:

1. Please put your name and contact info in the heading of the essay. Format can be similar to a cover letter for a resume but does not have to be. Essay should be one typewritten page in length. Please be careful to use proper grammar and check spelling. This essay will be sent to potential placement agencies and represents both you and FPU.
2. Essay should address what you believe to be the most important events and/or influences that have contributed to your motivation to serve others and to choose social work as a major. You may use the following questions as a guide, however you do not need to address every one of these questions in your personal statement:
 - Where and how did you first learn about the field of social work? What influenced you in the choice of the social work major? Why does social work appeal to you? What experiences have you had which were valuable in developing attitudes of service to others? Include formal and informal learning such as life experiences, volunteer work, cross-cultural living, etc...
 - What personal qualifications or skills do you have which you believe would contribute to the field of social work? What are your personal resources and strengths?
 - What do you hope to gain from field internship and instruction? Do you have any special interests within the field of social work? What are your aspirations and plans for the future?

Students are encouraged to utilize FPU's writing center for assistance with their personal essay. Be sure your essay is proof-read and free of any grammatical errors prior to submission to your Field Coordinator.

How to Upload Personal Essay to Sonia

Step 1 - Save your Personal Essay Document as a PDF

Step 2 - Log into Sonia › to Documents Tab

Step 3 - In the Document Shaded Bar click the + sign (add)

Step 4 - Click Browse & add your saved PDF file

Step 5 - Check boxes Show to Site & Show to Field Faculty

Step 6 - Under Category select Personal Essay

Step 7 - Click Add



Department of Social Work

FIEDL SETTING UPDATE FORM

Field Setting Name

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Field Setting Information

Street Address (Street)	Street Address (City)	Street Address (State)	Street Address (ZIP)
Mailing Address	Mailing Address (City)	Mailing Address (State)	Mailing Address (Zip)
Agency Phone	Agency Fax	Website	

Please choose which of the following best describes your agency and/or the experience of an BSW intern at your agency (*up to 4 in each category*)

<p>Type of Setting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child Welfare <input type="checkbox"/> Coalitions <input type="checkbox"/> College Counseling <input type="checkbox"/> Community-Based Organizations <input type="checkbox"/> Developmental Disabilities <input type="checkbox"/> Emergency Services <input type="checkbox"/> Family Service/Multi- Service <input type="checkbox"/> Forensic/Corrections <input type="checkbox"/> Foundations <input type="checkbox"/> Health/Public Health <input type="checkbox"/> Homelessness <input type="checkbox"/> Hospital <input type="checkbox"/> Housing <input type="checkbox"/> Legislative/ Government <input type="checkbox"/> Mental Health: Inpatient /Outpatient/Day Treatment/ Community-Based <input type="checkbox"/> Nursing Home/Assisted Living <input type="checkbox"/> Research <input type="checkbox"/> Residential <input type="checkbox"/> Policy Organizations <input type="checkbox"/> Schools <input type="checkbox"/> Violence Prevention/Intervention <input type="checkbox"/> Other 	<p>Primary Population(s) Served</p> <ul style="list-style-type: none"> <input type="checkbox"/> Infants and Preschool <input type="checkbox"/> Middle Childhood <input type="checkbox"/> Adolescents <input type="checkbox"/> Adults <input type="checkbox"/> Older Adults <input type="checkbox"/> Families <input type="checkbox"/> Couples <input type="checkbox"/> GLBTQ <input type="checkbox"/> Women <input type="checkbox"/> Men <input type="checkbox"/> Newcomers and Refugees <input type="checkbox"/> Military/ Veterans <input type="checkbox"/> People of Color <input type="checkbox"/> Ethnic Groups <input type="checkbox"/> People with disabilities <input type="checkbox"/> Religious groups <input type="checkbox"/> Other 	<p>Type(s) of Service</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adoption/Foster Care <input type="checkbox"/> Community Organizing <input type="checkbox"/> Development <input type="checkbox"/> End of Life <input type="checkbox"/> Groups <input type="checkbox"/> Housing/Shelters <input type="checkbox"/> Individuals <input type="checkbox"/> Legislative <input type="checkbox"/> Management <input type="checkbox"/> Mental Health Services <input type="checkbox"/> Planning & Program Development <input type="checkbox"/> Policy Advocacy <input type="checkbox"/> Research <input type="checkbox"/> Services to Older Adults <input type="checkbox"/> Social Action <input type="checkbox"/> Spirituality <input type="checkbox"/> Substance Abuse Treatment <input type="checkbox"/> Therapeutic Mentoring <input type="checkbox"/> Trauma-Focused <input type="checkbox"/> Services to Families <input type="checkbox"/> Other
Notes	Notes	Notes

Vehicle Needs

Car needed for assignment? <input type="radio"/> Yes <input type="radio"/> No	
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Brief Statement of Agency Mission or Purpose

Primary Contact Person Information

Primary Contact Name	Position in Agency
Email	Phone

Did you make changes to the Primary Contact information above?

Yes No

Field Instructor (if different from primary contact)

Field Instructor name	Field Instructor title
Email	Phone
Degree (BSW, MSW)	Year started with agency

We can accept the following # of students

**Our Degree Completion (DC) internships are 24 weeks long for a total of 414 hours (16 hours a week). New students begin in the months of January & July.*

**Our Traditional Undergraduate (TUG) internships are 15 weeks long for a total of 414 hours (26 hours a week). New students only start in January.*

**Our Two-Year MSW Program internships are 24 weeks long for a total of 15 hours a week for year 1.*

**Advanced Standing (year 2) MSW program internships are 24 weeks long for a total of 16 hours a week.*

1 2 3 4 or more students Depends on the time- please inquire each semester

Opportunities available for student assignments (check all that apply)

Individuals Families Groups Community organization Management Planning Policy Practice Program Development

Placement Details

Describe student assignments as specifically as possible	We expect all agencies to orient students to the agency's safety policies and procedures. Does your agency have written safety policies and procedures? How do you orient and train students about safety?
Describe the type of learner who would do best in this setting	Describe any other helpful information
Days Available for Internship hours <input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun	Working hours

I have reviewed the Field Agency Requirements and agree to abide by these expectations.



Department of Social Work

Student Appeal Form

Placement Information

Student Name	Site	Site Supervisor Name	Site Supervisor Phone Number	Site Supervisor E-mail
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Please indicate your reason for the appeal.

(Internal only) Administrator notes - How has the College intervened

