

Social Work Program  
Field Instruction  
Manual

2020-2021

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## **PART I INTRODUCTION/OVERVIEW**

### **A. MISSION AND PURPOSE**

The Fresno Pacific University Social Work Program prepares students for positions in a variety of social work and service careers. The program integrates theory and practice, instills an understanding of the relationship between social work and Christian faith, and encourages a commitment to social justice and a life of service. It does so in the context of a liberal arts education informed by a Christian worldview. Upon completion of the major, students will be prepared to seek entry level employment in the field of social work, or pursue advanced study, and be able to provide service to society reflective of the values expressed in 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). Foundational and generalist courses discuss human development, social policy, social work methods, practice and research, and include a 414-hour semester long internship. 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 bachelors 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 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 program's eleven educational goals are aligned with the core values 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 eleven 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 generalist practitioners, and preparing students to go on to higher education. This further fulfills the University mission to "educate students for leadership and service through excellence in Christian higher education."

These eleven program goals align with the 2015 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.
- Competency 2: Students will engage in diversity and difference in practice.
- Competency 3: Students will advance human rights and social, economic, and environmental justice.
- Competency 4: Students will engage in research-informed practice and practice-informed research.
- Competency 5: Students will engage in policy practice.
- Competency 6: Students will engage with individuals, families, groups, organizations, and communities.
- Competency 7: Students will assess individuals, families, groups, organizations, and communities.
- Competency 8: Students will intervene with individuals, families, groups, organizations, and communities.
- Competency 9: Students will evaluate individuals, families, organizations, and communities.
- Competency 10: Students will ethically integrate faith in social work practice.

## **C. PROGRAM FORMATS**

The social work program offers two distinct formats for completing the major. The traditional undergraduate format (TUG) offers day and evening classes in a four-year schedule. The Degree Completion (DC) format offers adult, nontraditional students the ability to complete their social work major in a 24-month cohort format. DC students must have completed 60 units of undergraduate studies prior to admittance. The field components of these two formats are as follows:

### **Traditional Undergraduate Program (TUG)**

Students in the TUG program begin field instruction on the first day of the spring semester. Students and field instructors meet for a joint orientation at Fresno Pacific University and following this meeting, students report to their respective agencies to begin field placement. Traditional undergraduate students (TUG) are in 32 hour a week block placements which continue throughout the 15-week spring semester. Students complete 414 total hours in the field internship experience.

### **Degree Completion Program (DC)**

Students in the DC program begin field instruction in their last semester of their Senior Year (need to update with new calendar change for 2021-2022). Students and field instructors meet for a joint orientation at Fresno Pacific University and students arrange to report to their respective agencies to begin placement. Degree completion students (DC) will be in the field 18 hours a week over the course of 24 weeks that coincides with cohort timelines. Field instruction in the DC program is ongoing, as incoming senior students are entering field placement every 6 months at all FPU Regional Campuses (North Fresno, Visalia, Merced). Students complete 414 total hours in the field internship experience.

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

### **Social Work Field Coordinator Responsibilities:**

1. Receives and reviews applications for field instruction and personal essays at the end of the student's junior year and interviews the student to determine interests and readiness for placement. If there is a concern about the applicants' readiness for field, the coordinator will confer with the Program Director and a joint decision will be made.
2. Makes initial contacts with potential field placement agencies. Coordinator assumes the responsibility to determine which agencies will meet the program competencies and objectives of field instruction. Coordinator 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.  
  
Meets with students, giving each two agency options at which they will interview. Coordinator reviews interview strategies and protocols with students and advises them to set up appointments and complete interviews by the assigned deadline.
3. Upon acceptance by both the agency and the student of a placement, the field coordinator forwards the student the field placement agreement to be signed by the agency field instructor and/or agency administrator. Students are responsible for returning signed agreement to field coordinator by assigned deadline. Copies are distributed to all parties and one copy remains in the student field file.
4. 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.
5. Field Coordinator or field personnel confer with both student and field instructor at least twice during the semester.
6. Assists the student in the resolution of problems or learning blocks that may develop as the placement progresses.
7. Reviews evaluation materials, meets with students and field instructors, and assumes responsibility for assigning a final grade for the experience.
8. Responsible for coordinating online software, known as SONIA, for field placement. All questions or concerns regarding SONIA will be directed to Field Coordinator.

### **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 a 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 small caseload throughout the student's field placement. Where this is not possible, students should be assigned two or more direct client contacts to initiate per week.
  - b. MEZZO opportunities for participation in group activity: This may be accomplished with the student acting as a participant-observer, co-leader, or leader, depending on the student's interest and ability level and on the nature of the group. This should also include participation in staff and other agency meetings.
  - c. MACRO opportunities for problem-solving or change in the agency. Students may 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 coordinator 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 coordinator 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 414 hours for the semester 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 to provide 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 will extend beyond 2 days, student must also notify the field coordinator. 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, being prepared to process his/her own field practice each week. Attendance is required!
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 agency. 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 coordinator. 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 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 BSW 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 an eleventh educational policy related to the practice of social work with an understanding of faith and spirituality. The BSW Program competencies are listed as follows:

- Competency 1: Students will demonstrate ethical and professional behavior.
- Competency 2: Students will engage in diversity and difference in practice.
- Competency 3: Students will advance human rights and social, economic, and environmental justice.
- Competency 4: Students will engage in research-informed practice and practice-informed research.
- Competency 5: Students will engage in policy practice.
- Competency 6: Students will engage with individuals, families, groups, organizations, and communities.
- Competency 7: Students will assess individuals, families, groups, organizations, and communities.
- Competency 8: Students will intervene with individuals, families, groups, organizations, and communities.
- Competency 9: Students will evaluate individuals, families, organizations, and communities.
- Competency 10: Students will ethically integrate faith in social work practice.

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 social work program utilizes a personalized student learning contract as a guide for both the student and their field instructor (*Appendix I*). This form can be accessed through the SONIA software system assisting with facilitation of field forms. Log-in to the SONIA program is sent via email by the Field Coordinator. 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 give 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 educational 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.

## PART III FIELD EDUCATION POLICIES AND PROCEDURES

### A. FIELD SITE DESCRIPTION AND PLACEMENT REQUIREMENTS

#### **Policies and Criteria for 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 BSW students:

1. Potential field agencies approach the university or are contacted by the program's field coordinator. 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 coordinator 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 Agency 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 at minimum a BSW degree from an accredited program, who has at least 2 years of experience in the field. However, FPU's program attempts to identify a MSW field instructor to maximize students learning opportunities. If an agency is unable to provide a qualified BSW or 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 coordinator presents the agency to the Field Advisory Council. Field sites 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 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 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 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 shared field orientation is provided to the field instructor and students prior to the field start date. The field orientation is a joint 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 coordinator 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 BSW degree is based upon a 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 decisions will be made by the Field Coordinator(s) and is outlined by the following process:

- 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.
- 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.
- The student will then have to petition the BSW field education coordinator by submitting an *In-Agency Field Placement Request* form.
- Students are responsible for submitting the request according to the Field Calendar due date.
- A meeting between the employer, student, and designated field faculty is required before a final decision is determined.
- Students will be notified by the field coordinator whether an interagency placement is granted.
- 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 BSW program requirements, 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 coordinator.
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 BSW program requirements.
6. The field site allows the student full participation in the integrative course assignments, without encumbrance.

## **C. STUDENT PLACEMENT PROCEDURES**

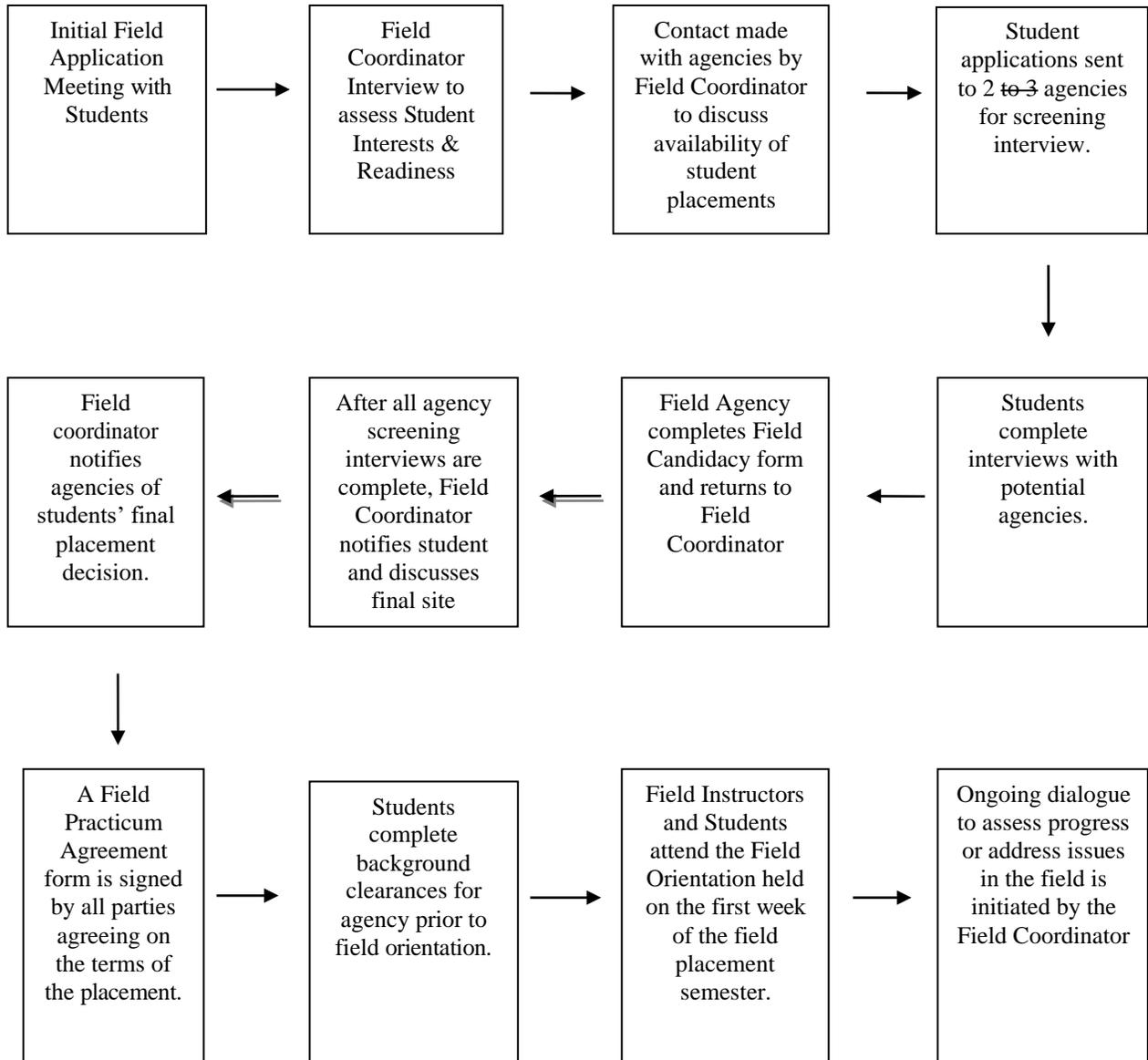
### **i. Application process**

Students apply for field instruction during their junior year utilizing the SONIA software program. The application process consists of completing the *Application for Field Instruction (Appendix VI)* form and submitting a short personal essay to the FPU social work field coordinator. An interview with the field coordinator 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 coordinator assesses the student’s interest and aptitude, contact with a prospective agency placement is made by the field coordinator. 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 coordinator with their assessment of the interview utilizing the *Field Candidacy (Appendix VII)* form. At that point, the Field Coordinator determines placement based on optimal match for both student and agency. The student is informed and considered formally placed in that agency once a *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 agency 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 coordinator 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 *Incident Report (Appendix VIII)* must be made by field supervisor (instructor, task supervisor) and submitted to the field coordinator immediately. The field coordinator will share the incident report with the Program 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 coordinator and/or program director immediately using the *Incident Report (Appendix VI)* form. Once a report has been made, attempts to resolve the concern will be initiated by the Field Coordinator in collaboration with the Program 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 coordinator and respective agency by request, prior to the student entering field internship.

Students have the option to obtain additional liability insurance through third party companies able to provide professional coverage. It is not required, but is a 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 414 hours for the semester, approximately 18 hours a week for 24 weeks for DC students and 32 hours a week for 15 weeks for TUG students. The university 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 will extend beyond 2 days, student must also notify the field coordinator. The student is responsible for coordinating with 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 coordinator immediately to get approval. Prolonged student absences from field may require a grade of incomplete (I) and/or postponed graduation from the program.

## **E. PERSONAL SAFETY GUIDELINES**

Students are encouraged to be aware that social work practice includes some potential for risk to personal safety. It is the responsibility of the student to assess the risk of environmental factors and to take precautions for personal safety. Discussion of safety in the field is also a component of the ~~senior~~ 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 student should review the personnel policies and safety guidelines of the agency with the field instructor and 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 to 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 alternate assignment. They have the right and responsibility to appeal to the Field Coordinator if they have concerns about the response to their request.

### **i. 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 Social Work 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 or not medical services were advised and/or accessed. In the event that emergency medical treatment is needed, persons 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 coordinator and agency as soon as possible.

## ii. 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 Coordinator at the time of field application. 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 Coordinator prior to the trip and must be reflected on the learning contract. The student is responsible for communicating with the Field Coordinator 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 coordinator should be notified and a three-way conference (student, coordinator, field instructor) will be arranged. A *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 program director will be arranged with all parties involved to discuss outcome of ongoing concern.
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 Science Division Chairperson; if unresolved at that point, the FPU Dean of Humanities, Religion, and Social Sciences (HRSS), should be contacted. See note regarding *Final Grade for Field Instruction* in Evaluation of Practice section.

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 pass course requirements in Senior Seminar/Thesis course.

The Field Instructor, the Field Coordinator, and the Program Director will discuss the circumstances involved in the request for removal. The final decision regarding removal from field will be made by the Field Coordinator 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. The possibility of return to field will depend on the seriousness of the issue/concern. The student may apply to return to field. The Field Coordinator, Program Director, Division Chair and Dean of HRSS will decide on the appeal and decide on conditions of return if approved.

## **ii. Disruption of Student Placement**

When disruption or difficulties occur, the Field Coordinator 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 agreement to supervise and 3) Changes in Agency staffing or services.

The Field Coordinator 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 in an effort to sustain the student’s placement.

## **iii. Accommodations for Students with Disabilities**

In the initial stages of the field application process, students are informed to notify field coordinators of existing accommodations that will be needed for the field practicum. Students are asked to list any accommodations that are needed in the field application for the field instructors to also review prior to the screening interview. Students are able to visit the FPU Academic Support Services for assistance in identifying a detailed description of appropriate accommodations. In addition, Field coordinators are available for consultation to assist in identifying agencies that are able to 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 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 evaluation is due approximately 8-12 weeks into the field placement and must be completed and signed by the student, field instructor and field coordinator by the given due date. The final evaluation is completed by the field instructor, discussed with the student, and then submitted to the field coordinator with a brief written summary of the learning experience and the student's performance. Additionally, the ratings on the evaluation document are considered when figuring the student's final grade in the senior seminar course. However, the final evaluation should not be a surprise to either the student, field coordinator or field faculty. 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 coordinator 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 field coordinators in determining future placements.

## **PART V**

### **FIELD INSTRUCTOR RESOURCES**

#### **A. FIELD ORIENTATION**

The field coordinator meets with the agency and ~~first-time~~ 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, join in a mutual field orientation meeting. The rationale in having FPU students and field instructors present during the orientation is to engage in open dialogue with all responsible parties' present. It is a method 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. At this orientation, students and field instructors are given the program's Field Calendar that includes important dates such as student and field instructor evaluations, field dates, holidays, breaks, and trainings throughout the semester. During this orientation, field instructors are engaged in methods of field education modalities alongside their students. The field coordinator informs field instructors of contact information and options for contact whenever a question or concern may arise. This ensures that 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 trainings for field instructors that will assist in developing their supervisory skills in field education. These trainings are coordinated by field faculty and will be guided by the social work professional competencies, as well as the program's overall mission, goals and objectives for student learning. This online series is offered to new and incoming field instructors.

Completion of these trainings 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 2 years. This field education policy is necessary in addressing current changes in social contexts that impact field education.

## **C. UNIVERSITY SPONSORED FIELD INSTRUCTOR TRAINING**

It is the program's intention to provide at least one professional development training per academic year designed to support the program's field instructors with emerging social work practice frameworks. Field instructors will have the opportunity to gain CEU's as well. This will further assist field instructors in presenting students with ongoing professional practice and development in the field, while contributing to field instructors' professional development.

### **i. SBIRT Training**

Under the collaborative effort of Asuzu University, FPU's Social Work program is involved in the implementation of SBIRT (Screening Brief Intervention and Referral to Treatment) utilizing a faith and spirituality approach. The SBIRT Student Training Project is supported by SAMHSA grant funds. The Mission of the Faith & Spirituality Integrated SBIRT Network is to provide SBIRT training that helps allied health professionals engage in culturally competent clinical practice by integrating faith and spirituality during behavior change discussions with clients and patients in various health care settings. For further information on this allied partnership, please visit: <http://www.sbirtfaithandspirituality.org/social/lms/about-us.aspx>

Students are trained in providing SBIRT in the Senior Seminar class (SW 480/SW 494) that is concurrent with the students' field internship. Students are encouraged to discuss SBIRT with their field instructors as it relates to current practices. It is the program's intention to provide SBIRT training for field instructors as well, to better support social work student interns' learning while in the field.

### **ii. NACSW Professional Association**

FPU faculty are members of the North American Association of Christians in Social Work (NACSW). The NACSW is a non-profit Christian social work organization with the mission is to equip members to integrate Christian faith and professional social work practice. Members of NACSW represent a rich diversity of Christian denominations and traditions.

The FPU Social Work program encourages students and field agency partners to attend seminars, workshops, and forums presented by the Central Valley NACSW unit. These unit meetings are held on a quarterly basis and are opportunities that are presented to students, social work professionals, and community members in efforts to ethically implement faith approaches in practice.

## **Fresno Pacific University Social Work Program Contacts:**

### **Program Directors:**

#### **Traditional Undergraduate (TUG):**

Sonia Medina Pranger, LCSW, PPSC  
1717 S. Chestnut Avenue, Fresno, CA 93702  
(559) 453-2066  
[Sonia.Pranger@fresno.edu](mailto:Sonia.Pranger@fresno.edu)

#### **Degree Completion (DC):**

Jon Clark, DSW  
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(559) 453-4631  
[Jon.Clark@fresno.edu](mailto:Jon.Clark@fresno.edu)

#### **DC Program Administrative Assistant:**

Rebekah Gutierrez  
5 River Park West, Fresno, CA 93720  
(559) 573-7831  
[Rebekah.Gutierrez@fresno.edu](mailto:Rebekah.Gutierrez@fresno.edu)

### **Field Coordinators:**

#### **Social Work TUG:**

Sai Mouanoutoua, MSW  
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(559) 634-0307  
[Sai.Mouanoutoua@fresno.edu](mailto:Sai.Mouanoutoua@fresno.edu)

#### **Social Work DC (North Fresno and Merced):**

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(559) 573-7835  
[Patricia.Salas@fresno.edu](mailto:Patricia.Salas@fresno.edu)

#### **Social Work DC (Visalia):**

Kim Lehner, MSW  
245 Plaza Drive, Visalia, CA 93291  
(559) 302-4140  
[Kimberly.lehner@fresno.edu](mailto:Kimberly.lehner@fresno.edu)

### **Fresno Pacific University Administrators:**

#### **Chair of Social Sciences Division:**

Marshall Johnston, PhD  
(559) 453-7132  
[marshall.johnston@fresno.edu](mailto:marshall.johnston@fresno.edu)

#### **Dean of School of Humanities, Religion, & Social Sciences:**

Ron Herms, PhD  
(559) 453-2075  
[ron.herms@fresno.edu](mailto:ron.herms@fresno.edu)

## APPENDIX I

### Bachelor of Social Work Field Learning Contract

#### Statement of Purpose

The learning contract is a working document designed to give direction and structure to the internship experience. It is the joint responsibility of the student and Field Instructor to negotiate this contract within the initial weeks of placement. The student is responsible for submitting a copy of the learning contract in SONIA to the faculty Field Liaison and Field Seminar Instructor within the first 6 weeks of internship. The faculty Field Liaison utilizes the contract in his/her joint efforts with the student and Field Instructor to ensure a cohesive and progressive training experience.

The learning contract form will be introduced to each student in the Integrative Field Seminar class at the beginning of each semester. **The learning contract consists of the 10 core generalist practice competencies operationalized with practice behaviors. Students are required to construct, at minimum, 2 learning activities that will reinforce the corresponding competency indicated.** 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. The learning contract is completed and submitted in SONIA.

The following instructions will guide you on how to formulate the learning agreement;

1. First, read and understand the core competency as it is stated.
2. Formulate the competency into a personalized goal- ask yourself how can I make this competency into a goal for myself?
3. Secondly, choose a minimum of 2 objectives, activities or tasks that will help you accomplish your goal.
4. Third, set a date by which the stated goal should be achieved.
5. Lastly, review this learning contract with your field instructor regularly.

*NOTE: The following is a **SAMPLE** template of the learning contract. This sample is designed to give possible examples of learning activities to support each competency, however it is not all inclusive. Just as each student and agency are different, we expect the student's learning contracts to be different based on their unique interests and the offerings of the agency. The sample activities or objectives listed below each competency **must not simply be copied exactly as given.** Field Instructors are encouraged to help students identify specific activities that will help with acquisition of professional social work skills and competency. All learning contracts will have the same cover page, the remainder of the document is up to the field instructor and student to develop according to their agreed upon goals and objectives.*

## **Competency 1: Students will demonstrate ethical and professional behavior.**

### Course Learning Outcomes:

- a. Students will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- b. Students will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- c. Students will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- d. Students will use technology ethically and appropriately to facilitate practice outcomes.
- e. Students will use supervision and consultation to guide professional judgment and behavior.

### **Possible Learning Activities: (develop at least two and add target dates-below are only samples, please come up with your own)**

*-Discuss appropriate roles and boundaries of a student intern with Field Instructor and other agency staff; practice behaviors that demonstrate commitment to appropriate roles and boundaries*

*-Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.*

*-Join a professional social work organization (NASW, ISCSW or OSSW, for example) to gain familiarity with various social workers and social work roles in the community.*

*-Attend inter-agency and/or collaborative meetings on a regular basis while in field*

## **Competency 2: Students will engage diversity and difference in practice.**

### Course Learning Outcomes:

- a. Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- b. Students will present themselves as learners and engage clients and constituencies as experts of their own experiences.
- c. Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Possible Learning Activities: (develop at least two and add target dates)**

*- Discuss personal/ethical/value dilemmas with supervisor / Field Instructor and reflect on how they influence work with clients.*

*- Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Faculty Field Liaison, and/or peer in practicum seminar.*

*-Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Instructor, Faculty Field Liaison, and/or peers during practicum seminar.*

### **Competency 3: Students will advance human rights and social, economic, and environmental justice.**

#### Course Learning Outcomes:

- a. Students will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- b. Students will engage in practices that advance social, economic, and environmental justice.

#### **Possible Learning Activities: (develop at least two and add target dates)**

- Discuss specific cases with Agency Field Instructor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes.
- Read professional journal articles that relate to practice and discuss with supervisor.
- Interview members of a treatment team for varying perspectives on practice and various models/approaches used. Discuss findings with Field Instructor and strengths / appropriateness of each approach.

### **Competency 4: Students will engage in research-informed practice and practice-informed research.**

#### Course Learning Outcomes:

- a. Students will use practice experience and theory to inform scientific inquiry and research.
- b. Students will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- c. Students will use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Possible Learning Activities: (develop at least two and add target dates)**

- Strive to be assigned a diverse caseload of clients.
- Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.), and how my beliefs/values impact my interaction with various clients.
- Research and apply knowledge related to diversity to enhance client well-being.

### **Competency 5: Students will engage in policy practice.**

#### Course Learning Outcomes:

- a. Students will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- b. Students will assess how social welfare and economic policies impact the delivery of and access to social services.
- c. Students will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

#### **Possible Learning Activities: (develop at least two and add target dates)**

- Identify forms of oppression / discrimination of a particular client group; discuss with supervisor.

- *Identify common economic barriers to care. Discuss with your Agency Field Instructor.*
- *Identify the institutionally embedded barriers to an individual client's progress. Discuss them with your Field Instructor.*
- *Follow a bill promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill.*
- *Contact legislator about a current client population need.*
- *Attend a public hearing or organizational meeting focused on increasing social and economic justice.*

**Competency 6: Students will engage with individuals, families, groups, organizations, and communities.**

Course Learning Outcomes:

- a. Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- b. Students will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Possible Learning Activities: (develop at least two and add target dates)**

- *Become familiar with current social work research specific to populations served within the agency and discuss with supervisor how to apply this research to improve social work skills*
- *Solicit feedback from agency staff to learn about effective forms of intervention use with client population.*
- *Read professional journal articles relevant to agency population.*
- *Analyze and/or acquire evidence-based methods being utilized within the agency.*

**Competency 7: Students will assess individuals, families, groups, organizations, and communities.**

Course Learning Outcomes:

- a. Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- b. Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- d. Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Possible Learning Activities: (develop at least two and add target dates)**

*-Identify and apply social work theories as they may apply to the process of assessment, intervention or evaluation of clients/patients within the agency.*

*-Understand developmental stages of client population and integrate this understanding into assessment and intervention process.*

*-Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).*

*-Utilize specific interventions to increase understanding of client in environment*

**Competency 8: Students will intervene with individuals, families, groups, organizations, and communities.**

Course Learning Outcomes:

- a. Students will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- b. Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- c. Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- d. Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- e. Students will facilitate effective transitions and endings that advance mutually agreed-on goals.

**Possible Learning Activities: (develop at least two and add target dates)**

*- Participate in a community advocacy event.*

*- Participate in a board meeting, or city or county council meeting, with the goal of understanding the political system within which the agency is working*

*- Discuss laws that affect agency with supervisor.*

*- Research a minimum of one policy that directly affects the well-being of client population. Discuss impact of this policy on your clients and policy change ideas with Field Instructor.*

*- Track legislative initiatives relevant to your agency's client population. Create a fact sheet to educate the public about the importance of the initiative and/or issue.*

*- Engage with and interview clients/families to determine strengths and challenges. Develop interviewing and rapport-building skills.*

*- Do a family genogram and/or eco-map as part of an assessment.*

*- Work with a client or client system to develop an intervention plan.*

*- Facilitate referral process of client to another agency, when appropriate.*

*- Review client progress throughout termination phase; prepare client for final sessions/meetings.*

## **Competency 9: Students will evaluate individuals, families, groups, organizations, and communities.**

### Course Learning Outcomes:

- a. Students will select and use appropriate methods for evaluation of outcomes.
- b. Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- c. Students will critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- d. Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Possible Learning Activities: (develop at least two and add target dates)**

- Attend agency training sessions where possible.
- Identify and attend current community training sessions such as Continuing Education courses offered by local colleges or through NASW or other organizations offering training.
- Assist with or participate in local trainings or workshops relevant to agency issues.
- Develop or revise a community resource guide.

### **Possible Learning Activities: (develop at least two and add target dates)**

- Engage with and interview clients/families to determine strengths and challenges. Develop interviewing and rapport-building skills.
- Do a family genogram and/or eco-map as part of an assessment.
- Work with a client or client system to develop an intervention plan.
- Facilitate referral process of client to another agency, when appropriate.
- Review client progress throughout termination phase; prepare client for final sessions/meetings.

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

### Course Learning Outcomes:

- a. Students will set boundaries to prevent imposition of their personal religious beliefs and values on their clients.
- b. Students will work with faith-based and non-faith-based organizations to provide holistic services for clients.
- c. Students will appreciate and work with religiously and spiritually diverse clients.

### **Possible Learning Activities (develop at least two and add target dates):**

- Identify areas of comfort and discomfort in regards to discussing religious beliefs in client engagement
- Identify agency's perspective on faith integration and discuss in supervision.
- Review literature on the incorporation of spiritual assessment in social work practice.
- Visit a faith based organization that provides social services in the community.

**Mid-Term Evaluation Due Date:**

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**Final Evaluation Due Date:**

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**APPENDIX II**  
**Field Agency Profile**

<p><b>Agency/Program Name:</b> _____</p> <p><b>Agency Mailing Address:</b> _____</p> <p>City _____ State _____ Zip code _____</p> <p><b>Phone:</b> ( ) _____ <b>FAX:</b> ( ) _____</p> <p><b>Website:</b> _____</p>
---

**Contact Person:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Title:** \_\_\_\_\_ **Cell:** \_\_\_\_\_

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

**Field Supervisor/Instructor (if different):** \_\_\_\_\_

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

**Location:** \_\_\_\_\_ **Cell:** \_\_\_\_\_

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

**Agency / Program Purpose :**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Services provided by the agency/program:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Agency Category:**

- Community Collaborative
- Public Agency
- Private Non-Profit
- Social Service agency

Other \_\_\_\_\_

**Agency/Program setting:**

- Criminal justice
- Medical social work
- School social work
- Drug/Alcohol treatment
- Mental health/counseling
- Poverty/homelessness
- Public government
- Domestic Violence

**Student Intern Training and Supervision:**

**Agency has a plan for training / orientation that includes:**

- Agency policies/procedures
- Mandatory Reporting
- Documentation
- Emergency response
- Confidentiality
- Community Overview
- Safety Procedures
- Sexual Harassment
- HIPPA regulations

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

**Field Instructor/Supervisor will provide direct supervision:**

One hour weekly  Daily  Other: \_\_\_\_\_

**Specific Learning Outcomes Possible:**

- Knowledge of the community, agency setting, clientele, resources
- Communication skills: interpersonal, professional, written and oral
- Personal and professional ethics
- Intercultural Competency
- Leadership
- Public Policy Analysis / development
- Statistics and Research Methods Case
- Management skills
- Self-Assessment / Personal Development

**Special Requirements of the agency for student interns:** List any special requirements (e.g. bilingual capability, fingerprinting / background checks, physical exam, TB clearance, immunizations, etc...)

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**Shift Availability within Placement: (check all that apply)**

Day Hours    Evening/Weekend Hours    In-Agency Internship (internship within employment)

**Your cooperation in filling out this agency profile is appreciated. It will help us better serve your agency and the student interns we provide. Email as an attachment to any one of our field coordinators:**

Sai Mouanoutoua at [sai.mouanoutoua@fresno.edu](mailto:sai.mouanoutoua@fresno.edu)

Patricia Salas at [patricia.salas@fresno.edu](mailto:patricia.salas@fresno.edu)

Kimberly Lehner at [kim.lehner@fresno.edu](mailto:kim.lehner@fresno.edu)

**APPENDIX III**  
***FPU Social Work Department***  
**Field Instructor Credentials**  
*(Please attach resume to the end of this form.)*

1. Name of Field Instructor (current or prospective):

\_\_\_\_\_

2. School Attended: \_\_\_\_\_

Degree/Year: \_\_\_\_\_  BSW  MSW

Other Specify (*list bachelors and masters if applicable*): \_\_\_\_\_

3. Additional Training/Licensing:

\_\_\_\_\_

\_\_\_\_\_

4. Prior teaching/supervision of Interns from other schools, or related experiences:

\_\_\_\_\_

\_\_\_\_\_

5. How many years of experience do you have working in this setting?

\_\_\_\_\_

6. What other settings have you worked in that lend to social work experience? Years of service in other settings indicated?

\_\_\_\_\_

\_\_\_\_\_

7. Has mandatory field instruction training been completed? \_\_\_\_\_ If so, when and where? \_\_\_\_\_ (Please attach a copy of field instructor training certificate or other verification of the completion of it.)

If agency has more than 2 field instructors, please provide their information. Feel free to make copies of this form.
--

**\*All first time field instructors must attend a New Field Instructor's Online Training concurrent with supervising a student. Field instructors who have completed a comparable seminar at another School of Social Work program may be exempt from this requirement by our Field Education Dept.**



## **APPENDIX IV**

### **Field Practicum Agreement**

It is mutually agreed by \_\_\_\_\_  
and the Fresno Pacific University Department of Social Work Education that field instruction  
and social work practice experience will be provided at the above-named agency for  
\_\_\_\_\_ beginning \_\_\_\_\_ and ending \_\_\_\_\_.  
(name of student)

#### **Responsibilities of Fresno Pacific University**

The responsibilities of the school rest primarily with the Field Practicum Coordinator  
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.

### **Responsibilities of Field Instructors**

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. Supervision with students for at least one hour per week
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

### **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





**APPENDIX V**

**Fresno Pacific University Social Work Program  
In-Agency Field Placement Request Form**

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

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

Academic Format: DC  TUG

Semester of Field Placement: \_\_\_\_\_

**Current Employer & Job Assignment:**

Employer/Agency Name: \_\_\_\_\_

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

Student's Current Job Title: \_\_\_\_\_

Current Job Duties (please describe below, may add additional paper if needed):

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

Proposed Field Instructor's Credential: \_\_\_\_\_

Please complete and attach the *Field Instructor Credential* form.

**Proposed Intern Assignments (please describe below, may add additional paper if needed):**

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 Coordinator.

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

\_\_\_\_\_  
**Date**

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Agency Administrator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**FPU Field Coordinator**

\_\_\_\_\_  
**Date**

---

**APPENDIX VI**  
**Field Instruction Application**

The information requested on this form will be used to select potential agencies for your field instruction and to provide the field instructors with some knowledge of your interests, abilities, and needs. Please return to the social work field coordinator.

**Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

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

**City:** \_\_\_\_\_ **CA.**      **Zip code** \_\_\_\_\_

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

**E-mail:** \_\_\_\_\_

**Availability for field placement (check all that apply):**

**Days**     **Evenings**     **Weekends**

1.    **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.**

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

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

**4. Indicate the grades for all the courses you have completed. If you are currently enrolled in a class, indicate by putting “IP” on the grade line. If you are scheduled to take the class in the future, indicate which semester you plan to take this course. For example; if you will be enrolled in Spring of 2016, put “SP 16” on the line.**

		<b>Grade</b>
SW 122	Helping People: Introduction to Social Work	_____
SW 301	Human Behavior in the Social Environment	_____
SW 351	Urban Society & the Welfare State	_____
SW 361	Social Problems & Public Policy	_____
SW 321	Theory & Practice with Families	_____
SW 401	Foundations of Social Work Practice	_____
SW 411	Working with Groups	_____
SW 430	Cultural Competence in Social Work Practice	_____
PSY 411	Abnormal Psychology	_____
BIB 439	Biblical Perspectives of Social Justice	_____
SW 421	Becoming a Change Agent	_____
SW 462	Introduction to Social Science Research	_____
SW 493	Integrative Field Seminar/Thesis I	_____
SW 494	Integrative Field Seminar/Thesis II	_____
SW 495	Integrative Field Seminar/Thesis III	_____
SW 496	Integrative Field Seminar/Thesis IV	_____

**5. Indicate the languages, other than English, that you speak by putting and X on the appropriate lines:**

_____ Spanish	conversational _____	_____ speak fluently _____	_____ speak & write _____
_____ German	conversational _____	_____ speak fluently _____	_____ speak & write _____
_____ French	conversational _____	_____ speak fluently _____	_____ speak & write _____
_____ Hmong	conversational _____	_____ speak fluently _____	_____ speak & write _____
_____ Other:	_____		

\*\*Please indicate fluency of language: conversational \_\_\_\_\_ speak fluently \_\_\_\_\_  
speak & write \_\_\_\_\_

**6. 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? **Yes**  **No**

Do you plan to use your own personal vehicle for transportation to and from your internship? **Yes**  **No**

Are you able to provide proof of CA auto insurance? **Yes**  **No**

If you answered no to any of the above questions, what arrangements for transportation will you be able to make?

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

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**Signed:** \_\_\_\_\_

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

**APPENDIX VII**

**Field Candidacy Form**

Student Name: _____	Home Phone _____
Address: _____	Cell Phone _____
City / Zip _____	Email _____
Agency: _____	Phone: _____
Contact Person: _____	Phone/ext: _____
Address: _____	FAX : _____
City / Zip _____	Email _____

**Evaluation of Candidate**

	Yes	No
Candidate was on time and prepared for the interview appointment.	_____	_____
Candidate presented a positive image, polite, well-groomed, poised.	_____	_____
Candidate's application suggests experience, interest, skill or training which is appropriate for placement with this agency.	_____	_____
Candidate interviewed well.	_____	_____
Candidate is bi-lingual, trained in sign language, etc.	_____	_____
Candidate's completed coursework and grades are acceptable.	_____	_____

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

	Yes	No
<b>Overall this candidate is acceptable for placement.</b>	_____	_____

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



**APPENDIX VIII**  
**Social Work Field Incident Report**

This incident report may be used for accident/injury or a student concern while in the field.

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

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

Field Instructor Name: \_\_\_\_\_

Agency Administrator (if different than field instructor): \_\_\_\_\_

Incident Narrative (attach additional paper if necessary):

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

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

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

---

***For Field Education Office Use Only:***

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

Field Coordinator Name: \_\_\_\_\_

Program Director: \_\_\_\_\_

Decision (circle and attach narrative response):

Conference

Plan Implemented

Change of Placement



2. \_\_\_\_\_ Target Date: \_\_\_\_\_

3. \_\_\_\_\_ Target Date: \_\_\_\_\_

4. \_\_\_\_\_ Target Date: \_\_\_\_\_

**Field Instructor Will:**

1. \_\_\_\_\_ Target Date: \_\_\_\_\_

2. \_\_\_\_\_ Target Date: \_\_\_\_\_

3. \_\_\_\_\_ Target Date: \_\_\_\_\_

4. \_\_\_\_\_ Target Date: \_\_\_\_\_

**Field Faculty Will:**

1. \_\_\_\_\_ Target Date: \_\_\_\_\_

2. \_\_\_\_\_ Target Date: \_\_\_\_\_

3. \_\_\_\_\_ Target Date: \_\_\_\_\_

4. \_\_\_\_\_ Target Date: \_\_\_\_\_

**Outcomes of Continued Unsatisfactory Performance:**

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

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

3.

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4.

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**Scheduled Review Date:**

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

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**Student Signature**

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**Date**

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**Field Instructor Signature**

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**Date**

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**Field Liaison Signature**

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**Date**

---

**Field Coordinator Signature**

---

**Date**



Division of Social Work  
Field Education Program  
1717 S. Chestnut Ave. Fresno, Ca. 93702  
Phone: (559) 573-7835 – Field Coordinator Office  
(559) 453-2066 – TUG Program Director  
(559) 453-4631 – DC Program Director

# **BASW Field Evaluation**

## **APPENDIX X**

This evaluation is to be completed by the agency Field Instructor (FI) and student together. Task Supervisors (TS) should contribute to this process. The FI will score the student's performance under the 'Field Instructor' column, and the student will rate his or her performance under the 'Student' column. Both parties should discuss the evaluation when completed.

The BASW Student Evaluation must be an original and signed by both the Field Instructor and the student in order to be accepted. A signed, completed evaluation is required for the student to receive a 'Credit' in field (SWRK 482 and 493-496). Students are responsible for ensuring the delivery of the original copy on the given deadline noted in the Field Calendar, to the Faculty Field Liaison/Coordinator. If the evaluation is not submitted by the deadline, the student may receive an 'Incomplete' grade.

Academic Year 20\_\_\_\_/20\_\_\_\_

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

Please **PRINT** the following:

Student's Name: \_\_\_\_\_ *(required)*

Student's FPU ID: \_\_\_\_\_ *(required)*

Faculty Liaison's Name: \_\_\_\_\_

Field Instructor's Name: \_\_\_\_\_

Field Instructor's Phone: \_\_\_\_\_

Field Instructor's E-mail: \_\_\_\_\_

Agency Name/Placement Site: \_\_\_\_\_

Agency Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

### **BASW Field Evaluation Key**

This evaluation instrument consists of ten student competencies that relate to the overall BASW program Objectives. Under each main competency are behavioral indicators, each of which must be evaluated. If there is an area for which the Field Instructor has not yet had an opportunity to evaluate the student's performance, please use the NA category. Do not indicate ratings in the greyed areas. The student is expected to be evaluated in all behavioral indicators by the end of the placement year. The student and the FI should keep a copy of the final evaluation. Prospective employers may ask to see this document as verification of practicum completion.

- 1 = Unacceptable Performance:** Student shows little evidence of understanding concepts and/or demonstration of skill development.
- 2 = Beginning Skill Development:** Student shows some understanding of the concepts introduced and is beginning to recognize in hindsight how it may have been applied in practice situations.
- 3 = Progressing in Demonstration:** Student understands the concepts and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency.
- 4 = Consistent Demonstration of High Level of Skill Development:** Understands concepts and demonstrates the skills with consistency.
- 5 = Exceptional Demonstration of Skill Development:** 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.

**NA = Not Applicable:** 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.

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**Expectations of BASW students:**

The expected ratings for performance at the mid-term evaluation for the BASW student are 2's and 3's. Students who possess a great deal of experience may earn 4's in some categories. At the end of the second semester, the expected rating for performance is 3's and 4's.

Fresno Pacific University - BASW Field Evaluation

<b>COMPETENCIES</b>	<b>Mid-Term Ratings</b>		<b>Final Ratings</b>	
	<b>Student</b>	<b>Field Instructor</b>	<b>Student</b>	<b>Field Instructor</b>
<i>1. Student identifies as a professional social worker and conducts self accordingly:</i>				
1.1. Can verbally describe own internal process of developing self-awareness of emotions and judgments in relation to all aspects of field experience.				
1.2. Demonstrates behavior change and growth in self-awareness as a result of receiving feedback.				
1.3. Student demonstrates ability to self-monitor when there are questions about boundaries and uses supervision to clarify. Student demonstrates knowledge of self and how that interacts with appropriate professional roles and boundaries in the field setting.				
1.4. In interactions with anyone in the field setting, student engages in productive problem-solving and appropriate conflict resolution. This includes following agency chain of command, directing concerns to the appropriate person, using open communication and proactively seeking help when difficulties arise.				
1.5. Is on-time to placement and is not excessively absent or tardy. Completes tasks within allotted timeframe.				
1.6. Meets agency expectations regarding attire, demeanor, and conduct.				
1.7. Attends required trainings, reads policy and procedure manuals, and takes responsibility for knowing relevant agency protocol. Can explain basic agency mission, services, structure and population.				

1.8. Proactively seeks out additional trainings, written materials, conversations with knowledgeable persons, and other opportunities to deepen knowledge about placement and population served.				
1.9. Expresses self verbally in a manner that is clear and in line with agency standards. Student communicates in manner consistent with professional setting.				
1.10. Writes reports, case notes, emails and other products according to agency format and professional expectations. Student's writing is legible and correct grammar is used.				

BASW Field Evaluation – Continued

<b>COMPETENCIES</b>	<b>Mid Term Ratings</b>		<b>Final Ratings</b>	
	<b>Student</b>	<b>Field Instructor</b>	<b>Student</b>	<b>Field Instructor</b>
<b>2. Student applies social work ethical principles to guide professional practice:</b>				
2.1. Can verbally articulate familiarity with the NASW Code of Ethics and agency policies relating				
2.2. Follows agency procedures that safeguard client confidentiality.				
2.3. Communicates a non-judgmental stance through words and behavior in work with clients.				
2.4. Interacts with clients only within the confines of the social worker role as that role is enacted in agency setting. Does not engage in excessive self-disclosure.				
2.5. Verbally describes steps in the principles and process of ethical decision making. Student field instructor guidance when ethical dilemmas arise, and follows that guidance in resolving them.				
2.6. Articulates when personal values clash with professional values. Student uses supervision to p ways to manage the conflict.				

2.7. Recognizes and acknowledges internal experience of dealing with ambiguity – often fear, frustration – and is willing to use supervision to resolve the situation.				
<b>3. Student applies critical thinking to inform and communicate professional judgments:</b>				
3.1. Able to analyze complex material such as case studies, court documents, policies, and other re related to their field experience.				
3.2. Applies theoretical concepts to practice experience and discusses them in the context of their g.				
3.3. Examines own assumptions regarding human behavior and the social environment and is able yze them against evidence (case reports, literature, research, policies, etc.) and other perspectives peers, colleagues, staffings, supervisors, etc).				

BASW Field Evaluation – Continued

<b>COMPETENCIES</b>	<b>Mid Term Ratings</b>		<b>Final Ratings</b>	
	<b>Student</b>	<b>Field Instructor</b>	<b>Student</b>	<b>Field Instructor</b>
<b>4. Student engages diversity and difference in practice:</b> <i>In all levels and areas of practice, with regard to diversity factors such as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation:</i>				
4.1. Articulates self-awareness regarding own identity, biases, and/or fears with various groups.				
4.2. Consistently considers the role of diversity, oppression, privilege and culture in understanding client situations.				
4.3. Employs diversity-sensitive practice skills.				
<b>5. Student advances human rights and social and economic justice:</b>				

5.1. Identifies opportunities in placement setting to advocate for human rights, social and economic justice; becoming involved in such an effort.				
<b>6. Student engages in research-informed practice and practice-informed research:</b>				
6.1. Identifies strategy for evaluating own practice within agency.				
6.2. Demonstrates familiarity with evidence-based for agency practice.				
6.3. Applies research findings to practice.				
<b>7. Student applies knowledge of human behavior and the social environment:</b>				
7.1. Articulates knowledge of human behavior specifically relevant to the field setting.				
7.2. Plans and implements services incorporating this knowledge.				

<b>COMPETENCIES</b>	<b>Mid Term Ratings</b>		<b>Final Ratings</b>	
	<b>Student</b>	<b>Field Instructor</b>	<b>Student</b>	<b>Field Instructor</b>
<b>8. Student engages in policy practice to advance social and economic well-being, and deliver effective social work services:</b>				
8.1. Articulates understanding of key organizational, regulatory and governing policies relevant to agency clients and communities.				
8.2. Collaborates with clients and colleagues in some aspect of policy process relevant to agency clients and communities.				

<b>9. Student responds to contexts that shape practice:</b>				
9.1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.				
9.2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.				
<b>10. Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities.</b> <i>Please indicate if the skills were demonstrated with one or more of the following client groups:</i>  Individuals _____ Families _____ Groups _____ Organizations _____ Communities _____				
<b>Engagement:</b> 10.1. Prepares for and establishes effective working relationships with clients/client systems.				
10.2. Able to develop and maintain trust, communicate empathy, and respect.				
10.3. Develops mutually agreed upon focus of work and desired outcomes with clients.				
<b>Assessment:</b> 10.4. Collects, organizes and interprets client data.				
10.5. Assesses client strengths and limitations.				
10.6. Develops mutually agreed on intervention goals and objectives.				

10.7. Selects appropriate intervention strategies.				
<b>Intervention:</b> 10.8. Initiates actions to achieve organizational goals.				
10.9. Implements prevention, interventions that enhance client capacities.				
10.10. Helps clients resolve problems.				
10.11. Negotiates, mediates, and advocates for clients.				
10.12. Facilitates transitions and endings.				
Evaluation: 10.13. Critically analyze, monitor, and evaluate interventions.				
<b>11. Students 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.</b>				
11.1. Sets boundaries to prevent imposition of their personal religious beliefs and values on their clients.				
11.2. Works with faith-based and non-faith-based organizations to provide holistic services for clients.				
11.3. Appreciates and works with religiously and spiritually diverse clients				

BASW Field Evaluation EPAS 2008;  
Revised from CSUSac SMP 8/31/16



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**Please check one of the following:**

**MID-TERM**

I have reservations regarding this student's readiness to enter the 2<sup>nd</sup> half of field for this academic year. If so, please explain:

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I have NO reservations regarding this student's readiness to enter the 2<sup>nd</sup> half of the field for this academic year. If so, please explain:

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---

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**FINAL**

<p>_____ I have reservations regarding this student's readiness to graduate with a BSW. If so, please explain:</p>
_____ I have <u>NO</u> reservations regarding this student's readiness to graduate with a BSW. If so, please explain:

**SIGNATURE PAGE**

We discussed this evaluation together on (date): \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Field Instructor's Printed Name: \_\_\_\_\_

Field Instructor's Signature: \_\_\_\_\_ ( ) MSW ( ) LCSW ( ) Other

Task Supervisor's Printed Name: \_\_\_\_\_

Title

Task Supervisor's Signature \_\_\_\_\_

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

Faculty Liaison Signature: \_\_\_\_\_

Faculty Coordinator Name: \_\_\_\_\_

BASW Field Evaluation – Signature Page

## **ADDENDUM** **to the Social Work Field Instruction Manual 2020-2021**

In response to the continuing impact of the COVID-19 pandemic, the Fresno Pacific University Social Work Department is committed to supporting our students' field education, as well as adhering to the safety of students, educators, social workers, and their clients and communities. With the guidance of the Council of Social Work Education (CSWE) and its Council on Accreditation, please take notice of the following addendums, in addition to the instruction identified in the manual, that will be in effect from May 14, 2020 through to May 31, 2021. Please take notice these addendums are subject to change as COVID-19 continues to unfold.

### **ASSUMPTION OF RISK**

Pursuant to CSWE accreditation, students are required to engage in a specified percentage of social work practicum involving direct client services. Students are voluntarily participating in field education at this time in order to satisfy said requirement expeditiously, notwithstanding the COVID-19 pandemic.

Students are 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. Students understand that these injuries or outcomes may arise from students' own or other's actions, inaction, or negligence. Students expressly and without qualification agree 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 field activities.

All students participating in field education in the academic year of Fall 2020 and Spring 2021, will acknowledge their understanding of this risk by signing and submitting a waiver of risk, which will be reviewed and provided to students at the Field Orientation.

### **STUDENT SAFETY**

Agencies where students are placed for field will implement safeguards to the greatest extent possible to support the safety and well-being of students in the field. Agencies are responsible to provide a safe working environment to prevent and reduce the risk of COVID-19.

Students are aware that there is some inherent risk when working in any setting. Students should review their field placement agency's policies regarding safety procedures. When students have safety concerns, they should discuss these concerns with their field instructor and task supervisor in order to determine the best course of action. If safety concerns persist, students should discuss the situation with their field coordinator. Students are not expected to take extraordinary or unnecessary risks in the course of their field instruction. If a student is threatened or injured in the field or is involved in a situation where his/her safety could have been compromised, the student should report the event immediately to the field instructor and field coordinator. The University will suspend or delay field placements when necessary for student safety.

### **FIELD PRACTICUM**

#### **Hours**

Due to the interruption of practicum caused by the COVID-19 pandemic, students need only complete 340 hours of field.

#### **Site Visitation**

Initial and Final Site Visitations will be conducted through virtual meetings.

#### **Alternative Activities**

Though CSWE requires "in-person contact," considerations for remote-based field activities, such as telehealth, are accepted for field hours. Remote field activity may include engagement in field related assignments, trainings, and virtual meetings:

- Weekly supervision using Zoom or other teleconferencing applications. The amount of supervision is not limited.

- Teleconferencing applications can be utilized for working and meeting with individuals, families, and groups.
- Engage or develop in trainings that benefits the agency
- Students may develop curriculum or workshops for future implementation with clients, such as life skills, stress management, grief, trauma, etc.
- Create or revise written materials for clients or community
- Review agency policies with suggestions/recommendations
- Review relevant laws and policies impacting the population students work with
- Network with service providers, assess social capital within a community, develop list of resources, etc.
- Complete online trainings and write a reflection on how each training relates to the competencies identified in the Learning Contract

Students and field agencies are to consult with Field Coordinator to determine the appropriateness of field activities as it pertains to the CSWE learning competencies identified in the Learning Contract.

### **CONFIDENTIALITY AND USE OF TECHNOLOGY**

As of March 17, 2020, the Federal government made HIPAA provisions to allow for use of video chat applications or virtual platforms for client engagement and services. These client-related virtual meetings should be in accordance with the field site policies for secure communications.

All agencies and students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Agencies will make available resources to support students in providing remote services or telehealth to clients that are confidential and ethical.

Please feel free to contact your Field Coordinator for questions or concerns. We welcome your questions as we recognize these are extraordinary times. We will remain vigilant in supporting our students and agencies in providing a positive field education. We will provide additional guidance as the COVID-19 pandemic continues to unfold.

Sai Mouanoutoua at [sai.mouanoutoua@fresno.edu](mailto:sai.mouanoutoua@fresno.edu)

Patricia Salas at [patricia.salas@fresno.edu](mailto:patricia.salas@fresno.edu)

Kimberly Lehner at [kimberly.lehner@fresno.edu](mailto:kimberly.lehner@fresno.edu)













