

# Field Education Student Handbook

For Social Work Students,  
Faculty Liaisons & Field Instructors (Supervisors)

SW 455/456, SW 555 & SW 655  
FIELD EXPERIENCE and FIELD SEMINAR

**Social Work**  
HUMBOLDT STATE UNIVERSITY

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## 2020-21 Academic Calendar

<b>FALL 2020</b>	
Monday, August 24th	Classes begin
Friday, August 28 <sup>th</sup>	Advanced Year MSW Student Field Orientation (Campus/Full time) <b>10:00 am to 12 pm</b> Zoom
Thursday, September 3	Advanced Year MSW Student Field Orientation (DL/Part time) <b>12- 1:30 pm</b> Zoom
Friday, September 4	Foundation MSW Student Field Orientation (DL/Part time) <b>12- 1:30 pm</b> Zoom
Monday, September 7th	Labor Day – Holiday
Tuesday, September 8th	BASW Student Field Orientation - (Campus/Full time) <b>10:00 am to 12 pm</b> Zoom Foundation MSW Student Field Orientation - (Campus/Full time) <b>2 pm - 4 pm</b> Zoom
Thursday, September 10th	BASW Student Field Orientation - (DL/Part time) <b>12- 1:30 pm</b> Zoom
Monday, October 7 <sup>th</sup> *	Student Learning Agreements due – *Confirm date with faculty liaison
Wednesday, November 11 <sup>th</sup>	Veterans Day – Holiday (observed)
November 23rd – 27 <sup>th</sup>	Fall Break - <i>Please note if students travel out of county they must plan to quarantine for 14 days post travel before engaging in face to face activities</i>
Friday, December 11 <sup>th</sup>	<b>Fall Field Experience Ends &amp; Fall Evaluations DUE</b> 1.) Mid-year Student Performance Evaluation ( <b>*REQUIRED*</b> ) 2.) Student Evaluation of Supervisor (optional for Fall) 3.) Supervisor Evaluation of Faculty (optional for Fall)

<b>SPRING 2021</b>	<b>Please note if students travel out of county they must plan to quarantine for 14 days post travel before engaging in face to face activities this time should be accounted for in planning for spring internship start dates</b>
Monday, January 18 <sup>th</sup>	Martin Luther King Jr. Day – Holiday
Tuesday, January 19 <sup>th</sup>	Spring Classes Begin/Field Experience Continues
TBD March 2021	Spring Field Instructor Training
TBD by Faculty Liaison	Student Learning Agreements DUE – update only
February 22 - 26	Spring Break - <i>Please note if students travel out of county they must plan to quarantine for 14 days post travel before engaging in face to face activities</i>
Wednesday, March 31 <sup>st</sup>	Cesar Chavez Day – Holiday
Friday, May 7 <sup>th</sup>	<b>Spring Field Experience Ends &amp; Spring Evaluations DUE</b> 1.) FINAL Student Performance Evaluation ( <b>*REQUIRED*</b> ) 2.) Field Instructor Evaluation of Faculty & Field Education Program (optional) 3.) Student Evaluation of Agency Placement (optional)
Saturday, May 15 <sup>th</sup>	Commencement 2021

# Welcome Letter from the Director

## *To our Field Instructors (Supervisors) Interns, Mentors, and Faculty Liaisons:*

I am especially grateful for our strong community connections this year as we all seek to navigate the challenges and opportunities that have arisen. I am deeply grateful to have the opportunity to work together on behalf of our students and the communities where our students are placed. It is our goal that there is mutual benefit from this shared learning experience, that our communities are strengthened, and that all of our combined efforts are successful. The Field Education Program is dedicated to supporting our community partnerships while building sustainable field practicum experiences in our region and beyond.

Field education is often referred to as the “heart of social work education.” The purpose of the Field Education Program is to enable students to receive structured preparation for the world of social work practice. By placing students in community practice settings under the experienced guidance of skilled professionals, students have the opportunity to develop essential competencies in applying social work knowledge, values, and skills. Students consistently remember their field experience as the most important aspect of their social work education and a meaningful relationship with their supervisor as essential for their growth as social workers.

Field experience provides students with an opportunity to apply classroom course content to community situations. The field experience is to be educationally focused and challenge each student to develop an authentic identity reflective of the values, knowledge, and skills of the social work profession. It is in the field that students work across systems with different populations and face multiple challenges in these increasingly challenging times.

The Department of Social Work wishes to thank the tribes, agencies, community programs, and staff within those settings who choose to take on the role of teaching and mentoring our students in their quest to become social workers able to work effectively in tribal, rural, urban, and international settings. We acknowledge and honor the investment of time, energy, and resources that such a commitment takes and we truly appreciate the opportunity to work with each of you in the education and training of compassionate and competent social workers. With your generous support, our interns and communities benefit now and for years to come.

This Field Education Handbook is intended to provide you with the information, guidance, and forms you will need for a successful field education experience. It is also our goal, with your assistance, to provide a quality field education experience to each student and support for each Field Instructor (Supervisor).

Please contact me with any questions or concerns you may have. Our ongoing communication is essential to sustaining a positive learning experience and a healthy partnership. If there is anything we can do to help, please call upon us. We welcome your support and assistance. Working together, we know the field education experience will be exciting and rewarding!

With warmest regards,

***Yvonne Doble, Director of Field Education***

## Introduction and Overview of the Field Education Experience

As the Director of Field Education and on behalf of the Social Work faculty and staff at Humboldt State University, we extend our welcome and appreciation to you, our Field Instructors and students, for your participation in the 2020- 21 Field Education Program. We strongly believe in the importance of collaboration and partnership. The field experience is the opportunity to actualize learning as a lifelong process. For our students, the field experience component is the context to integrate theory with practice within a social service agency. Students consistently rank their field experience as the most important aspect of their social work education. The challenges for each student will be different. Students gain a greater understanding of the social work profession, community/agency/tribal services culture, and the importance of commitment and persistence in their learning especially in these challenging times.

The willingness to try new experiences, understand the organizational culture and the multiple demands on social workers can be emotionally challenging but satisfying when students work through apprehensions and differences with clients, co-workers, supervisors, and other community providers during their internship. A greater sense of themselves, their profession, and a more thoughtful and compassionate presence emerge by their persistence and dedication. Real life experience is a valuable teacher.

For Field Instructors (supervisors), the responsibility and enjoyment of sharing knowledge and skills and participating in the development of new professional social workers remain critical reasons for a commitment to the field experience. Along with the joys of supporting the successful development of professionals, Field Instructors engage and support the student's desire to question and examine existing organizational practices and explore the possibilities of alternative approaches and actions. By providing a guided experience, Field Instructors are able to adjust and adapt the learning opportunities to match the unique learning styles of each student. Life-long colleagues remain a part of the supportive network of graduates.

For Faculty Liaisons, their responsibility is to provide support and assistance to both Interns and Field Instructors to ensure a positive working environment of open communication and shared participation in this endeavor. The program will offer many opportunities for Interns and Field Instructors alike to maximize the unique challenges and conditions of each placement setting. For faculty, the challenges and joys emerge in supporting the relationships of their students and their agency/tribal settings.

Our social work program is based on a commitment to partnership whether the field experience is going smoothly or struggling with complications. The Faculty Liaisons are invested in working together to establish the best possible communication and learning that strengthens the experience for the Intern and the Field Instructor by supporting both in the process.

The primary goal of the Field Education Program is in the development of competent, beginning generalist and advanced generalist social workers that demonstrate a reflective and self-evaluative practice guided by professional values of human dignity and social justice.

The Field Education Handbook provides the necessary information about requirements, expectations, and evaluative processes as well as providing suggestions for structuring and enhancing the field experience. Policies, procedures, and forms are offered for your reference.

The Faculty Liaison is responsible for arranging regular meetings and ongoing communication to ensure that the challenging nature of field experience is progressing throughout the year.

The Field Education Handbook is designed to guide the learning process for Interns and Field Instructors. We welcome feedback to ensure that the Field Education Handbook provides clarity and supports the efforts of Interns, Faculty Liaisons, and Field Instructors as we partner in this important endeavor.

## Social Work Program Curriculum

We acknowledge the Wiyot people who are the traditional custodians of the land on which the Humboldt State University Department of Social Work stands. We also pay respect to the Chilula, Hupa, Karuk, Mattole, Tolowa, Tsenungway, Wiyot, and Yurok elders both past and present, and extend that respect to other Tribal communities on the North Coast and in the northern California region.

In consultation with Tribal communities, our program curriculum maintains an emphasis on working with Indigenous and other rural peoples and is designed to assist our students to engage in “decolonizing social work,” which refers to (1) recognizing that most social work practice approaches and theories in the United States have been developed from Western-European paradigms that, in many cases, are not relevant to, or supportive of, Indigenous Peoples’ values, beliefs, culture, and rights; (2) privileging and actively supporting the sovereignty, well-being, and cultural, spiritual, and land rights of Indigenous Peoples; and (3) working with Indigenous communities to implement traditional practices and philosophies in a contemporary context for the purposes of healing and empowerment of the community.

Our Program Commitments best represent our program goals for both the BASW and MSW programs. These are reflected in our Department Purpose, Vision, Values, & Culture set out below.

### **Purpose**

The purpose of the Department of Social Work at Humboldt State University is to:

1. Provide high quality educational programs that promote excellence in the social work profession.
2. Engage with tribal, academic, and professional communities to improve the wellbeing of individuals, families, groups, organizations, and communities, and enhance the physical and natural environments within which people live, with particular emphasis on rural Northwestern California.
3. Offer students and community members opportunities to develop skills, leadership capacity, knowledge, practices, and methodologies for fostering change; bringing about social justice,



environmental justice, and economic justice; and addressing and healing the ongoing effects of colonization.

## **Vision**

The Department faculty, staff and students are viewed and utilized as highly skilled, innovative, creative, competent, and collaborative social work partners. Our reputation, activities, and partnerships attract students and other constituents from local, state, tribal, national, and international contexts. The Department actively contributes to making social work a liberatory profession and the world a more just place.

## **Values**

- Academic Rigor
- Accessibility
- Compassion
- Criticality
- Excellence
- Professional Development

## **Culture**

We strive to create a departmental culture for students, staff, and faculty that is characterized by:

1. Transparency – In decision making, distribution of resources, staffing, special projects, administration, etc.
2. Mindfulness – Thoughtful, centered speech and action.
3. Inclusiveness – Embracing differences in background, experience, expertise, ideas, and perspectives.
4. Supportive Workplace Climate – Mutual respectfulness, support, appreciation, and acknowledgment of each person's contributions, including humor and playfulness.
5. Culture of Inquiry – Suspension of judgment, listening to learn.
6. Congruence – Clear, direct, respectful communication; consistency between talk and action, including caring, respectful, mutually supportive behavior.
7. Sustainability – Prioritizing long-term sustainability over short-term benefit; collective good over personal agendas.

Curriculum plans for the BASW and MSW Programs are on the HSU Department of Social Work Website: <http://www2.humboldt.edu/socialwork/>

# Organization of the Field Education Program: Policies

## **Field Placement Process**

Social work students who have or will have completed all of the prerequisites apply for field experience to the Director of Field Education (Field Director). This process typically begins with students submitting an application to field education indicating their field interests to the Field Director.

Upon receipt of all the students' applications, the Field Director makes an assessment of the areas of interest upon which to plan the field placement process. For the BASW students, SW 356 is the preparation course and placement process for the BASW Senior Year internship. For MSW students, an individual meeting is held to determine where the student will interview.

Students are kept informed of the placement process and of those meetings that they are required to attend. The SW 356 Field Preparation class meets twice a week for the Spring Semester and includes orientation to the field experience, agency/tribal program information, presentations by supervisors, coordination of interviews, and finalizing of placements. In addition, students are asked to do self-assessments of their learning styles, identify their level of knowledge, skill development, their own perceptions and goals for personal and professional development for the coming year.

For MSW foundation year students, an Orientation to Field Basics is held in the first week of the fall semester to prepare students to begin their internship. For MSW students continuing into their advanced year, the placement process typically occurs in the spring semester of foundation year.

All students are required to interview with at least two-three different agencies/tribal programs prior to placement. The process is to enhance student choice and to support agency/tribal participation in determining the placement of students.

The Field Director will confirm with student and agency/tribal staff that there is a mutual agreement to finalize the placement. The Field Director will handle any unforeseen changes in placement settings or student enrollment and to keep all parties informed.

## **Policy on Alternative Field Experience for BASW Students**

Field coursework is required for all students and no exceptions are made. Academic credit for life, work, or volunteer experiences is not given in whole or in part, in lieu of the field experience courses.

All field experience placements should begin in the fall and end in the spring semester.

The student's advisor and the Field Director must approve any exceptions to the standard field experience curriculum. If these two faculty members can reach no agreement, a consultation will be made with the faculty as a whole. Any plans to do an alternative field placement should be made well in advance of the start of fall semester.

***The following guidelines are used in planning alternative placements:***

1. Out of country placements require that the Field Instructor have a BA/BS or MSW or extensive experience in social work or be the designated professional social worker by that country's social work organization. CSU/HSU does not currently support international placements.
2. Out of area placements require that the student apply to and be accepted to the HSU Social Work Distributed Learning program. BASW students select either DL or Campus as their path when they apply to the BASW program in the January prior to Junior year.
3. If the student wishes to do a field placement in her or his place of employment, there must be a clear distinction between their current and prior work activities and the field internship. **\*\* please note there is an option for an alternate proposal process to use existing duties for 2020-21 placements due to variances from CSWE due to Covid-19.**

## **Policy on Using Place of Employment as Field Placement**

It is the policy of the Department of Social Work that all internship placements must have a primary focus on the education and development of the student as a social worker.

To ensure this, students should experience and be exposed to a broad variety of social work practice experiences while they are in the social work program. Therefore, using a student's place of employment as an internship site is not encouraged.

Students may, however, use their place of employment as a field placement site under certain circumstances including, but not limited to:

- economic hardship for the student
- lack of other available placements in the area where the student resides
- agency/tribal setting hardship
- the loss of a social work position in a rural community

The Council on Social Work Education (CSWE) standards require that we maintain the educational focus of the field experience and differentiate between job and internship activities.

The option of using the student's place of employment as the internship site is **considered on an individual basis by the Director of Field Education** to insure that students receive a variety of field experiences and supervision during their internship.

### ***General guidelines for student placement in employing agency/tribal setting:***

1. The student's **Field Instructor/supervisor for the field placement would not be the direct supervisor for the student in their job. \*\* For 20-21 a request can be made for employment supervisor to serve as internship supervisor as necessary due to Covid-19 constraints, however student must still receive a separate hour of education specific supervision separate from ongoing employment supervision each week.**
2. Learning experiences for the student would be available in a unit of the agency/tribal setting different from the area where the student functions as a current employee. Fieldwork **assignments must be clearly delineated and separate from prior employment responsibilities** so that they consist of different tasks, and are located in a different program

or division. It is also recommended that the clients served are different than those served in the student's job assignments. **\*\* For 20-21 a request can be made for on-going employment duties to be used as internship activities as necessary due to Covid-19 constraints, however student must still be able to draw connections to all Social Work competencies and identify opportunities for continued learning in these roles, this is documented via the proposal process**

3. The agency/tribal setting **must be an approved field placement site** (See Selection of Agency/Tribal Setting)
4. The proposed **Supervisor must meet the criteria established** for all other field instructors (See Selection of Supervisor)
5. Field instruction **assignments and supervision must be educationally focused** rather than centered on provision of agency services. The Learning Agreement must have substance that reflects learning opportunities that go beyond the student's present work scope.
6. The student and the Supervisor **must have release time for field supervision.**

**Any plan for such a field placement is implemented well in advance. It is necessary that such placement requests be discussed with the Director of Field Education before the student applies for a placement site.**

To request such a field placement, the student first completes an application for placement and discusses the appropriateness of the placement with the Director of Field Education. If the preliminary discussion suggests that a placement at the student's place of employment may be appropriate and feasible, the student then provides the Director of Field Education with:

- A **Proposal** for employment-based placement from the student and the agency describing how the above guidelines will be followed, describing how the internship assignments will be **separate and distinct** from work assignments, including the identification of the days and hours of the internship.
- **If the proposal is accepted by the Director of Field Education**, it must also be approved by the primary employment supervisor as well as the designated Field Instructor at the organization. If the proposal is not approved, the Director of Field Education will work with the student to find another placement.

**Please keep in mind that employment issues can affect your internship. If you are terminated from your employment, your internship can also be terminated.**

## **Policy on Paid Field Placements**

Paid field placements are appreciated by the Department of Social Work and the students. A paid field placement may be offered to a student in an agency/tribal setting **where the student is not already an employee.** The Supervisor's assignments and supervision **must be educationally focused** rather than centered solely on agency services.

## **Placement Process for MSW Interns**

Placements are made by the Director of Field Education after considering student preferences, educational needs, and agency/tribal setting capacity.

All field internships begin in the fall semester. The procedure for securing a field internship is as follows:

1. The student will complete an Application to Field Education and give it to the Director of Field Education by the required due date. Not submitting the application on time may affect the student's ability to participate in a field internship.
2. The Director of Field Education, along with the student will identify relevant agencies/tribal settings for potential interviews based on a student's preferences and educational needs.
3. The student will contact the agency/tribal setting directly to set up an interview. The student will prepare a one-page resume to present at the interview.
4. The agency/tribe will report back to the Director of Field Education as to whether or not a student will be accepted at a particular agency/tribal setting for placement. The student will also report back to the Director of Field and indicate where they would like to be placed for the field internship. When there is an agreement between all three parties the student and the agency/tribe will receive confirmation of the field placement.

### **\* The Following Policies Pertain To All Social Work Students \***

#### **Unsuccessful Placement Interview(s)**

The Field Education Program attempts to place all students in accordance with its placement procedures; **it does not guarantee that all students will be successful in the placement interview process.** Students who are denied a placement by three different placement sites, or who refuse to accept three different placement sites, or a combination thereof, will be asked to meet with the Director of Field Education and their educational Program Director (BA or MSW). The possible outcomes of such a meeting are as follows:

Student will be advised to extend their academic program another full year and pursue a placement the following academic year. They may also be advised to volunteer at a human service agency or community organization to gain more experience and understanding of the social work profession, attend additional career preparation seminars, and participate in any other field preparation activities deemed necessary.

Student will be advised to take a year leave due to personal life complications that seemingly interfere with the student's ability to present well in interviews or perform the work of a social worker. The student will be referred to appropriate campus and community resources.

Student will be advised that social work may not be the most appropriate profession for him/her and will be afforded career counseling through the University Career Center, and/or referred to Student Psychological Services for personal counseling.

## **Conflict of Interest**

No student may be placed in an agency or tribal setting where an immediate family member or friend is the Supervisor. The Department of Social Work does not ascertain employment information from agencies/tribes or students, thus it is the responsibility of the student to decline a placement based on conflict of interest.

## **Felony Convictions**

The Department of Social Work expects students with prior felony convictions to inform the Director of the MSW Program or the BASW Program Director and the Director of Field Education of such convictions prior to the field placement process. A question regarding all felony convictions is on the Application to Field Education and the student must provide complete answers. Convictions do not mean that a student cannot be placed, however each placement setting determines their own screening guidelines and students must be prepared to discuss their prior convictions and may need to provide documentation to demonstrate rehabilitation.

***Students who do not inform both the BASW/MSW Program Directors and the Director of Field Education of a felony conviction(s) and the conviction becomes known to the Department of Social Work and/or the agency/tribe, the student in question may be administratively dropped from the social work program.***

# Criteria For and Selection Of the Field Instructor/Supervisor

The Field Instructor is the supervisor and student's teacher /mentor in the field placement site. The Field Instructor instructs, supervises, provides ongoing feedback, and assesses student acquisition of knowledge, skills, and values. Field Instructors are selected for the quality of their field instruction and commitment to the educational standards and requirements of the Field Education Program.

***The Field Education Program looks for the following qualifications when selecting a Field Instructor:***

- BASW/MSW from an accredited program
- Two years post BASW/MSW experience in social services with extensive supervision experience
- Commitment to be available for the full term of the internship
- Knowledge and practice competence related to integrative practice

All potential Field Instructors will be reviewed by the Director of Field Education, to ensure they meet the criteria listed above.

**New supervisors are encouraged to complete the Field Instructor training process before supervising a student. ALL supervisors must complete the Field Instructor Training at least once per year. The Social Work Department offers trainings in both Fall and Spring.**

**Attendance at the Student Field Orientation each Fall is also required for ALL supervisors.**

The Director of Field Education provides BASW and MSW orientations for all Field Instructors prior to students beginning their internships in agencies/tribal settings. The orientation introduces the supervisor to HSU policies, our Program Competencies and Behaviors, the curriculum, development of the learning agreement, and the university's academic policies. The annual Field Instructor Training also prepares them to carry out agency orientations, educational assessments, determine student's learning styles, conduct effective supervision, evaluate the progress of learning, and complete student evaluations. Web based resources are provided for out of the area supervisors.

Field Instructors are expected to hold a BASW or MSW from an accredited social work program and/or a minimum of two years of post-degree practice experience. ***Exceptions to this policy may be made when it is determined that the agency/tribal setting can provide a high quality placement and/or is a significant program meeting the unique needs of this rural area but lack BA/MSW social work staff.***

In such cases, the Field Instructor should have an equivalent degree and/or extensive practice experience in the agency/tribal setting including supervision/mentorship of other employees. If the agency/tribal setting cannot identify a community partner with the appropriate degree to provide social work supervision, the social work program assumes responsibility for providing additional guidance regarding social work practice. This could be in the form of assigning an off-site co-supervisor holding the appropriate degree and/or additional weekly guidance for the student from the Faculty Liaison. The Field Instructor will be expected to become familiar with the

social work professional values, the program's theoretical and skill based emphases, and to attend training with other Field Instructors. For additional information, please review the ***Policy on Field Instruction When the Supervisor Does Not Hold a CSWE-Accredited Social Work Degree*** in the policy section.

## Selection of Agency/Tribal Setting

The Field Education Program places students in a variety of social service agencies and tribal settings located in the Pacific Northwest region and beyond. The Field Education Program gives priority to placing students with public/non-profit agencies and tribal settings providing services and programs to children, youth and families, elders, in the fields of public child welfare and mental health, substance abuse services, advocacy organizations, peace and justice organizations, and community development efforts. Additional placements include health related services, residential care and emergency shelters, and school settings.

Agencies/tribal settings are selected for their ability to provide quality instruction, commitment to collaborative participation in professional education, and commitment to client/community service. Priority is given to agencies involved in formal collaborative relationships with other human service systems and community agencies providing integrated services to diverse populations.

Agency administrative and tribal council support is a valued and necessary component of the internship, and represents a significant commitment to professional social work education. Agency administrators and tribal councils demonstrate their commitment to professional education by signing the university contract and ensuring that the placement meets the BASW/MSW program standards. The Field Instructor responsibilities should be adjusted to make time available for student instruction and supervision. Necessary resources such as space, access to a computer, clerical support if possible, and field transportation may also be provided.

When an agency or tribal setting expresses initial interest, the agency/tribal setting contact person is asked to complete an agency profile form and forward it to Field Director. This form is used to determine the offering of practice areas and activities. A site meeting is scheduled for determining the suitability of an agency/tribal setting for field placement. The Director of Field Education assesses an agency/tribal setting interest and long-term commitment to the Field Education Program.

During preliminary discussions with the agency/tribal setting, the following areas are considered: populations served, nature and scope of services/programs provided, size of social services staff, extent of community involvement, linkages with other agencies/tribes, standards of practice, availability of qualified staff for field instruction, facilities for students (e.g. space, access to telephone/computer, etc.), and the willingness of the agency's administration/tribal council to support the Field Education Program so that placement meets the purpose and objectives for all internship courses.

The purpose of the agency/tribal setting visit is to determine whether the agency/tribal setting meets the criteria for foundation and advanced year placement.



***The criteria used in selecting an agency or tribal setting to determine use as a field education setting are as follows. The agency or tribe:***

- is able to provide a comprehensive range of learning experiences involving all size systems of intervention or community development activities, particularly collaborative multi-agency systems of care
- has a philosophy of service and practice compatible with the educational objectives of social work
- practices are consistent with the NASW Code of Ethics
- is able to provide students exposure to diverse client populations with particular emphasis on cultural and ethnic diversity and under-served oppressed groups
- agrees to accept students assigned to the Agency without regard to race, ethnic origin, sex, sexual orientation, gender, gender identity, gender expression, age, religion, disability, handicap, or political belief
- is in compliance with Title IV of the Civil Rights Act of 1964; and in the delivery of services, no person shall be excluded from participation or denied benefits, or is otherwise subjected to discrimination under any program or activity of that agency or center on the basis of race, color, national origin, sex, sexual orientation, AIDS, AIDS related condition, age, disability, handicap or veteran status
- maintains a working and learning environment free from discrimination and harassment of students and employees (see University Policies on the SW website)
- is committed to the philosophy and mission of the HSU Department of Social Work;
- maintains sufficient staff to support the service mission of the agency/tribe without reliance on students
- has sufficient staffing resources to provide a qualified supervisor or agrees to work with the Director of Field to establish other supervision arrangements as required
- agrees to sign a contract with Humboldt State University

Once it is determined that an agency/tribal setting is satisfactory, the university sends an Agency Agreement for signature. The agreement is valid for one to five years, and must be reviewed and renewed at its expiration.

## **Formal Agreements**

The Field Education Program considers agencies/tribes as our partners in educating students. This partnership exists both on paper and in practice. To become a field placement site, the University requires a contractual relationship with an agency/tribe. The University's Contracts, Procurement, & Risk Management generates an agreement that spells out the conditions of internship placements. This is a contract between the director of the agency or chair of the tribal council and Humboldt State University.

The second formal agreement is the “Learning Agreement” that describes the student’s goals and objectives for the field internship, which is developed and signed by the student, the Supervisor, Off Site Supervisor (if applicable) and the Faculty Liaison. The Agency Agreement is filed in the Department of Social Work and the Learning Agreement is placed in the student’s file.

The Field Education Program requires that an agency/tribe be able to provide certain learning conditions in order for students to meet their educational goals and objectives. **Because the program is designed to prepare students for beginning and advanced generalist practice, an agency/tribe must be able to offer a learning environment that include opportunities for students to work with individuals, families, groups, organizations, and communities (e.g., collaboratives) across systems of care or help the student have access to activities outside of the agency/tribal program.**

To support the student, the agency/tribal setting, and the Field Instructor, a Faculty Liaison is assigned to every student in the field. Field experience instruction begins in the first weeks of classes in the fall semester. The faculty conducting the student's field experience seminar will serve as the Faculty Liaison for the placement year. Field placements are a combination of efforts by many different partners.

## Responsibilities

The responsibilities of the Intern, the Faculty Liaison, the Agency or Tribal Setting, the Field Instructor, the Director of Field Education, and the Department of Social Work are addressed as follows:

### Intern Responsibilities

1. Acquire a working understanding of agency services, protocols, and procedures and to abide by the rules and policies of the agency.
2. Develop and maintain professional work habits in completion of agency assignments including promptness, good recording skills, reliability, and responsibility.
3. **For BASW:** Complete at least **200 hours per semester for a total of at least 400 hours** of field internship experience. **For MSW:** Complete at least **240 hours per semester for a total of at least 480 hours** of field internship experience per year.
4. Observe the agency's schedule for working hours. In case of illness or other extraordinary circumstances, students are expected to notify their Field Instructor immediately. Students must make up all missed hours in order to complete the hours requirement. Agency designated and HSU designated holidays are not required field days.
5. Seek out and use supervision from the Field Instructor and other agency staff.
6. Work cooperatively with the Field Instructor and the Faculty Liaison in planning, monitoring, and evaluating progress.

7. Practice social work according to the standards of ethical behavior framed in the NASW Code of Ethics.
8. Maintain regular attendance and take an active part in the weekly field seminar.
9. Write and submit CSWE competency based journals and other reflection activities about the field experience and complete on time any assignments, tasks, or readings as outlined by the Faculty Liaison.
10. Demonstrate the ability and commitment to self-reflect, self-evaluate, and use supervision effectively.

### **Agency/Tribal Setting Responsibilities**

1. Sign the University and Agency Agreement to meet the terms developed for the placement of a Humboldt State University social work student intern.
2. Select a Field Instructor who is competent to supervise BASW/MSW FY level generalist social work and MSW AY advanced generalist students. Preference should be given to staff with a BA/BASW or Masters in Social Work or if no one has a BASW/MSW, the staff person should have extensive community service and supervision skills.
3. Support staff to attend the training and orientations offered by HSU to help orient the Field Instructor to the expectations of the Social Work Program, supervision guidelines, and the processes to support the resolution of difficulties or concerns.
4. Provide the Field Instructor with the time necessary to meet, orient, supervise, and evaluate the student in a constructive and effective manner.
5. Provide the student with adequate working space, clerical help if possible, parking permits, access to files/computer, and other such necessities of professional work.

### **Field Instructor (Supervisor) Responsibilities**

1. Offer selected social work experiences/activities through which the intern can develop abilities as a generalist/advanced generalist social worker. Review learning agreement and offer feedback.
2. Respect students as professional personnel and to extend to them those staff privileges that are appropriate.
3. Meet with the student for weekly supervision (one hour) and with the Faculty Liaison regularly.
4. Complete evaluations and attend orientation, training, and field reception.

## **Faculty Liaison Responsibilities**

1. Work with the Field Instructor and the student in the development of the field experience and the student's learning objectives.
2. Monitor the student's progress and meet with the student and the Field Instructor at least three times during each semester and additional times when needed as determined by the Intern, the Field Instructor, or the Faculty Liaison.
3. Assist the Field Director in planning and facilitating the orientation for the Field Instructors and interns at the start of each field placement.
4. Provide the Field Instructor support and guidance in facilitating student learning.
5. Plan SW 456/555/655 Field Experience Seminar and facilitate the weekly seminar sessions, give students on-going written feedback about their journal entries and seminar assignments, take an active role in giving feedback, facilitating peer feedback, and helping to resolve any problems arising in the field placement or seminar.
6. Monitor student's awareness and use of the NASW Code of Ethics in his/her practice in the agency and in seminar with particular attention to confidentiality.
7. Assign the student's final grade for SW 455 & SW 456, SW 555 and SW 655.

## **Director of Field Education Responsibilities**

1. Contact potential agencies/tribal settings as field experience placements that can offer students generalist/advanced generalist social work practice experience and meet the expectations outlined herein for the agency/tribal setting and Field Instructor responsibilities.
2. Plan and implement orientations, the Field Instructor Training Program and other educational seminars for Field Instructors in areas of interest as determined by input from the Field Instructors, Advisory Committees, Faculty Liaisons, and on-going assessment by the social work program faculty and students.
3. Develop and update the Field Agency Directory database.
4. Plan and implement the field placement process each academic year including contacting eligible students, assisting students in deciding their areas of interest, contacting potential agencies/tribes as field experience sites, arranging the placement process, and preparing students through a spring semester field preparation class and the MSW FY Orientation to Field Basics.
5. Prepare a final list of student placements for the academic year with student names and agency names, addresses and telephone numbers, and the name of the supervisor to be made available to the Faculty Liaisons.

6. Keep in contact with the Field Instructors, providing them with relevant on-going training, and formally thanking them at the annual Field Reception.
7. Facilitate the process for resolution of issues/problems in the field.

### **The Department of Social Work Responsibilities**

1. Conducts a Field Education Program in the field of social work in conformity with all applicable statutes and regulations of the State of California and the United States, and in keeping with the Council of Social Education Accreditation policies.
2. Expects social work Interns and Field Instructors to abide by the National Association of Social Workers' Code of Ethics.
3. Designates members of the Department of Social Work to serve as Faculty Liaisons between the university and the agency/tribal settings.

## The Nature of the Field Experience

The quality of the field experience is often determined equally by unexpected opportunities as it is with structured and planned activities. One essential aspect that ensures a meaningful, developmental experience for students and Field Instructors is the growth of their relationship to mutually learn and communicate with one another through their shared experience. A Student-Field Instructor relationship that continually evolves over time tends to organize opportunities and activities that are more relevant to the student's readiness to learn and better able to incorporate unexpected experiences to support growth rather than become distractions or disruptions to learning.

The academic year long practicum experience provides students with an opportunity to develop a process of professional and personal growth that is unique to their diverse life experiences. The goal for students is not only to apply what they have learned in the classroom but, perhaps more importantly, through experiences, develop a genuine, compassionate presence, committed to social justice that is actualized through their social work practice. The challenge for Students and Field Instructors alike is to cultivate a relationship that supports learning and questioning of existing practices, the patience to develop a greater understanding of current conditions, and the exploring of potential and creative approaches to increase possibilities for the students' learning and to improve services or program activities.

Historically, Students and Field Instructors have experienced a challenging process to meet the unique needs of the agency/tribal setting, their emotional and intellectual desires, and the satisfying outcome of learning and guiding one another in their professional development as social workers. Each year, there have been disappointments as well as fulfilling experiences for Interns and Field Instructors. The following is offered as a way to initiate and provide a framework for Interns and Field Instructors to dialog, plan, and approach their relationship in an effort to maximize the field experience.

### **Structuring the Field Experience**

The social work field experience is guided by the Field Instructor's skill in transitioning from professional practitioner to teacher and providing a learning experience for the social work student rather than a job-training setting. Fieldwork teaching is the art of structuring and teaching from immediate experiences. Field experience provides the context in which students are challenged to integrate knowledge (what is known) with learning the "how to" of doing and, so, they develop and gain awareness of new knowledge guided by professional values that can continually enhance their development as generalist social workers.

Structuring the field experience by providing consistent supervision times, exploring similarities and differences in learning styles, exploring the knowledge and life experiences of the student in order to begin where the student is at, and orienting the student to be well situated within the agency context, allow both the Student and the Field Instructor to establish a positive beginning in formulating and actualizing the learning experience.

## **Orientation Process**

A positive and clear beginning helps to reduce anxiety and increase open communication between the Student and the Field Instructor.

***Some important areas to keep in mind together are:***

1. Introduce the student to all staff, the layout of the agency facility, record keeping processes and communication protocols, and the clear expectations that allow the student to demonstrate professional conduct within agency/tribal program guidelines. Make sure staff are prepared and knowledgeable of the student's internship expectations and agency responsibilities.
2. Explore together what does the student hope to learn and what does the Field Instructor hope to teach? What does the Field Instructor look forward to in the role of an educational supervisor?
3. Identify and explore student and Field Instructor responsibilities and expectations, clarifying availability, define schedules for student hours and establish supervision meeting times, requirements of dress, time cards, and absences. Inform student of who can be accessed if the Field Instructor is not available.
4. Provide a clear description of the agency/tribal setting: policies and procedures, the purpose and function of the programs, the population served, the funding base, collaborative agency relationships, socio-political and economic implications, the vision and mission of the agency, composition of staff, and future directions.
5. Inform the student of the agency's/tribal policies and procedures for security and safety issues within the agency, with clients, and their rights and avenues to address sexual or racial harassment concerns of clients and/or of themselves.
6. Explore and examine ways that each person learns and how different approaches might enhance both people to gain new perspectives. What is to be learned and how will this learning occur? This leads to formulating the written student learning agreement.
7. Selection of activities and tasks that provide a student with opportunities to observe and learn from others' modeling before independently operating for the best interests of clients.

## **Weekly Supervision**

The purpose of scheduled, weekly, one hour supervision sessions by the Field Instructor with the student is to create an opportunity for the student to share interests and concerns, for the Field Instructor to teach concepts, provide assignments and direction, to plan for activities, and for both to examine together the evolving, learning process. Setting a consistent time right from the beginning establishes a clear message that supervision is a significant, an essential component of the experience.

Supervision provided in a private, uninterrupted environment can result in a greater depth of learning. The Field Instructor helps to examine the student's thinking, feelings, and actions in given

situations allowing the Field Instructor to assist the student to articulate what they are learning and to identify areas for growth.

One important way to view supervision is to recognize it as a parallel process to the one in which students are expected to develop with clients/communities and to know the value of being a great supervisor.

In doing so, both the Field Instructor and the student develop a trusting and mutually respectful relationship in which feedback can be given genuinely and that learning takes place in a progressive fashion.

When supervision is provided in a consistent, scheduled manner, the student benefits from learning to maximize the use of time to prepare issues of concern, select experiences that when examined will provide the best learning opportunities, and be able to formulate and identify priorities when time and demands conflict. Students learn a more disciplined approach to participating in their learning, trying to make sense out of new experiences, and being more competent in their preparation and responses.

The Field Instructor benefits from becoming aware of how the learning is taking place for the student, the learning style, the pace and sequence of experiences that will best help the student to develop skills, and help to identify the integration of classroom knowledge with agency/tribal program practice. When a student is having difficulty in some area of the placement experience, the Field Instructor is able to maintain awareness and can quickly help to explore ways to improve the situation.

When students are demonstrating a quicker pace of learning than initially anticipated, the Field Instructor is able to revise and adjust the learning experience so the student can continue to progress without boredom or frustration.

When the Field Instructor and Student meet throughout the year, the effort is to explore how best to support the learning process by considering these questions that guide supervision:\*

- A. What is it that the student already knows and can do? How well can the student do it and in what kinds of situations?
- B. What is it that the student already knows but is unable to do and in what circumstances? What needs to happen in order for the student to develop the competency to move from knowing to doing more effectively?
- C. What is it that the student doesn't know and needs to know and is ready to learn? What needs to be done so that opportunities for learning take place?
- D. What is it that the student doesn't know and is not ready yet to learn? What needs to be done so that the student will be ready to learn?

*\*(Adapted from: Turner, Dorothy, Student Field Manual, University of California, Berkeley, 1981)*



## **Off Site Supervision Support & Coordination**

All approved social work Internships will have an identified field instructor who holds a social work degree from a CSWE accredited institution, available for regular supervision and for consultation in emergencies. If an onsite social worker is not available, the site must provide an onsite preceptor from a very closely related field, or with direct expertise in the area of practice in a very closely related field, or with direct expertise in the area of practice, available for direct training, weekly supervision, and emergencies. Supplemental weekly supervision with a social worker who possesses CSWE required credentials is then required.

Occasionally students have the opportunity to complete a field placement at a site that offers rich social work relevant practice but that does not have a staff member with a social work degree from a CSWE accredited institution available to directly supervise the student. In this regard,

For this site to be appropriate for placement, students must be supervised 'on-site' by someone with equivalent training and education, ideally with a degree in a closely related field to social work. This site supervisor must be available for direct training, weekly supervision, and emergencies, as well as (minimum) monthly communication with the off-site supervisor and participation in meetings with the student, off-site supervisor and field faculty. These meetings typically occur 2-4 times per year. The on-site supervisor will also participate in the review of hours documentation and evaluations of student learning at the end of each semester. The on-site supervisor is also expected to complete the annual Field Instructor Training and participate in student orientation activities.

The student will also need to receive supplemental weekly supervision with a social worker who possesses CSWE required credentials. It is the joint responsibility of the site and the social work department to identify and plan for this supervision. The social work department is developing a pool of faculty and alumni who are willing to provide this volunteer service. We recognize that it may be a challenge in some rural communities to identify someone with this degree and do support the use of web-based supervision when appropriate. It may be necessary to develop some form of agreement for off-site supervision in order to address confidentiality or other concerns for the site.

We strongly recommend a meeting between the student and both supervisors occur as close to the beginning of the field placement as possible to allow for clear communication and expectations regarding the roles of all parties. Consistent and regular communication between on-site and off-site supervisor is key for effective team supervision of the student. On and off site supervisors are trained by the program in program-expected competencies, and linking of program-stated competencies with field assignments.

## Relevant Tasks and Activities for Field Experience

In order for the student to meet the objectives of the Field Education Program and depending upon the agency/tribal setting placement, the types of tasks and activities should vary.

The identification and planning of the kinds of tasks consistent with agency's service functions and relevant for the student's development as a beginning generalist or advanced generalist social worker, ensures the student has opportunities to demonstrate her/his increasing integration of theory with practice.

Though one can never predict that a situation will be "simple or complex" or have unanticipated complications, as a Field Instructor, pacing the intensity and complexity of tasks allows the student to gain new skills, integrate the learning while developing a way to generalize knowledge from the experiences.

When tasks are too comprehensive, students may have difficulty differentiating areas that need attention in their learning. The better a Field Instructor can recognize what progression of tasks will help develop the student's abilities, the more likely the student will be able to become effective in the agency/tribal setting. The most ideal sequence for any task-oriented learning is:

- share verbally the purpose of the task, the rationale for a particular approach, and the manner in which the worker will evaluate the benefit of the task with the client/consumer;
- engage in the task with the student observing or sharing in the work;
- process the experience later with the student to see the level of understanding and the nature of the emotional and intellectual challenges for the particular student;
- when appropriate, have the student lead the task and be present to observe and support her/him through the experience;
- give feedback and have the student reflect on his or her realization of the experience
- allow the student to act independently and process the experience through her own reporting, so that the student learns to be able to articulate her experiences and learning;
- if possible, have the student teach another person the activity/task and learn to process with that person to get feedback on how she prepared the new person to learn.

At whatever level of complexity, the opportunity to reflect and self-evaluate are essential components of the student's learning and of the Field Instructor's planning of the next selected activities. Some aspects of a new task or skill require greater repetition than others; while other tasks may move quickly into more complexity for the individual student with less guidance. However, if the Intern and Field Instructor have not taken the time to help the student identify and reflect on their interactions, progress is assumed rather than the student genuinely experiencing confidence in and integration of their skill development.

The following tasks and activities provide some ideas for the agency to help facilitate opportunities for the student and offer a challenging, positive learning environment. The examples are offered as a guide with the understanding that each setting will organize the student's experience taking into consideration the student's present level of preparation and

interests, the services, the organizational structure, and the needs of the local communities. For the advanced MSW intern, breadth, depth, specificity, and independence should guide the planning of increasingly more complex learning experiences.

## **Examples of Field Activities**

### ***Individuals, families, and groups as client/community systems***

- conduct interviews in the agency/tribal setting and/or on home visits
- to handle a caseload with the responsibilities to arrange appointments, make visits, record keeping and follow-up contacts for each individual or family
- providing information and facilitating referrals
- advocate on behalf of a client for services from agencies to meet assessed needs
- testify in court on behalf of a client or accompany client
- do outreach work, prevention, and educational activities
- mediate conflicts between clients or between clients and staff
- co-facilitate or facilitate a group session or community meeting
- initiate, plan, and implement a new group service or community event

### ***Agency or community organizational or tribal setting functions***

- participate in staff meetings
- give presentations at a staff meeting
- attend a Board of Directors, Advisory Board, or Tribal Council meeting
- serve on an agency committee or task force to raise funds, plan community education, write a newsletter, help develop policy, or other agency program development
- assist in or independently write a grant proposal for the agency's resource needs
- assist in developing an evaluation tool for review of programs/activities
- responsible for written case recordings of client contacts, summaries, assessments, plans
- attend case management and quality assurance reviews
- participate in agency sponsored in-services, conferences, events
- facilitate agency awareness and responses to the needs of diverse groups in the community
- facilitate or improve agency policies regarding racial or sexual harassment or discrimination

### ***Community-oriented tasks***

- make visits to other agencies in order to understand the community system of care
- observe court sessions related to legal issues in social services
- join or participate in local community task force or county wide planning groups
- interview or learn about a local grassroots organization
- writes a letter to the editor or local, state, national representatives in government about social issues
- provide testimony at a local hearing, at local city council sessions, at Board of Supervisors' meetings, tribal council
- participate in collaborative or inter-disciplinary meetings developing or evaluating community services

- do a needs assessment of a client group
- participate in culturally diverse community organizations and programs
- educate the community about pending legislation
- organize with welfare rights organization or any other human or social rights organization
- make a presentation to a community group to provide education about their agency/tribal program or a social concern

## **Optional Student Projects for Field Experience**

Students may, as part of the field experience, develop and complete a project as an opportunity for a specific, focused activity in one aspect of social work practice. **Though not required, a meaningful project could add greatly to the student's learning experience.** The planning and decision of the project might involve some research of professional literature, agreement between the student, the Field Instructor, and the Faculty Liaison as to the benefits and intentions of the proposed project. In the past, students have completed projects of particular benefits to the agency and consumers of the services.

### ***Some student projects have included:***

- developing a directory of pharmaceutical companies and their application procedures for free prescription medication for indigent clients
- for an annual organizational awards banquet, planned and created a short video of clients expressing appreciation of the agency staff in addressing and meeting their needs during difficult family times
- planned and implemented a life skills group for recovering substance abusing mothers by soliciting financial sponsors (community service organizations) and generating business donations for materials and goods that the women desired to improve their self-esteem
- set up an evaluation tool to measure client progress in an alcohol and other drug program using the Beck Depression Inventory Scale and other existing measures at specified intervals; conducting the interviews of residents for progress evaluation
- set up a computer directory system of resources for individuals and families of veterans
- did the layout, writing of articles, soliciting articles from staff and clients, printing and distribution of the agency newsletter
- researched potential funding sources, computerized a list of relevant sources and wrote letters of inquiry for over sixty national funding sources
- helped organize the next volunteer recruitment and training program and conducted one of the sessions on basic interviewing skills
- gathered data on abuse of children to write a testimony to be used by her supervisor in Washington, D.C.

## **Getting Started: Ideas for the First Weeks of Field**

The field placement rarely starts with responsibility for a project or giving direct services to clients within the first three weeks of arrival. The following list offers some ideas for initial learning opportunities that the student might want to discuss with the Field Instructor. These ideas can also be included in the Learning Agreement (LA).

1. Develop a list of questions with the Field Instructor when beginning a survey of the community, examining the needs and concerns the agency/tribal setting is addressing by speaking with clients in the waiting room, to staff members, or through interaction with referral agencies. The student may want to review prior needs assessments that have been conducted by the agency/tribe or look at similar assessments in the social work literature.
2. Shadow a social worker or other key staff member during their workday at the agency/tribal setting, in their interaction with clients, at meetings and presentations, and assisting with work on their projects. Discuss observations and questions with the Field Instructor.
3. Gain insight into the client's experience of the agency's/tribal setting services/activities by walking through each program or unit of the agency/tribal setting, from the point of referral to completing the program services. Consider the questions, concerns, and needs a client/community member may have at each stage of the process. The student may also want to briefly talk with clients or referral agencies to get their impressions.
4. Attend interdisciplinary team meetings, case conferences, board meetings, community meetings, tribal council meetings or task force meetings along with the Field Instructor. By using process recording to examine what is taking place at these meetings, the student can gain insight into how social workers function in the agency/tribal setting and explore strategies for facilitating a meeting successfully.
5. Observe the intake process, examining and discussing with the Field Instructor how clients are referred to the agency/tribal setting, the range of concerns or issues presented, how decisions are made related to opening or referring a case, as well as what other resources in the community are utilized. If the student will be offering intakes as part of the internship, arrange to have a staff member or supervisor observe during an intake and offer feedback on the interviewing style.
6. Using a case review form provided by the agency/tribal setting, review selected case files provided by the Field Instructor. Often done with the intent of organizing case records or updating database information, the review of selected case files can teach the student a great deal about the agency's/tribal setting reporting requirements, how services are provided and recorded, and offer a profile of clients served.
7. Orientation in many agencies/tribal settings include the student being assigned a project. Examples of tasks in the early weeks of projects include informing other service providers of a new service offered, making calls as part of a needs assessment or program evaluation, examining a gap in service delivery or researching potential grant funding sources.
8. The student should be familiar with the significant legislation and funding that impacts the agency/tribal setting, as well as the ethical and practice issues that they present. The student should begin a file of professional journal articles related to issues and concerns that may be encountered in the internship field experience.

## **Developing the Learning Agreement (LA)**

Each student in cooperation with the Field Instructor is responsible for developing a learning agreement (LA). The LA is designed to focus on each student's unique learning environment, individual learning needs and interests, and further development of skills, knowledge, and values of a generalist and advanced generalist social worker in alignment with the CSWE Competencies and Behaviors. The LA needs to be monitored by the Intern, the Field Instructor, and the Faculty Liaison throughout the year to assure that it continues to be relevant for the student's development.

The completion of the goals and objectives in alignment with the CSWE Competencies and Behaviors outlined in the learning agreement will constitute the fall and spring evaluation of the student's performance. Modifications and updating should be completed in the beginning of the spring semester. For the LA to be meaningful, it will be necessary for the Field Instructor to spend time with the student to help articulate what areas of development the student is interested in and how best to focus on those areas as they relate to the CSWE behaviors.

The Faculty Liaison will assist in clarifying the goals and objectives integrating the competencies and behaviors into the learning agreement and if any changes need to occur. The LA is best if based on the possibilities for social work experiences within the agency/tribal context, the student's interests and needs, and the overall expected competencies (the fall and spring evaluation forms) of the SW 455/555/655 Field Experience.

The LA is to emphasize the particular aspects that the student can identify as their areas of need or interest. The role of faculty and Field Instructor is to provide guidance in the formulation of such objectives.

Each student will be provided guidance from the Faculty Liaison for the Learning Agreement process. It is the student's responsibility to create this document and have it reviewed and approved (with signature) by the Field Instructor and the Field Liaison. Ideally, it becomes a tool for evaluation and support.

As a starting point, begin by forming a list of essential "building blocks" to provide structure for Learning Agreement goals, objectives, outcomes and alignment with CSWE behaviors.

### **The following questions and considerations may facilitate this process:**

- What **SKILLS** will I need to build on? Identify 5 – 8 social work skills, choosing at least 3 – 5 to build into the objectives.
- Is there a **THEORY** central to the fieldwork that I need to learn? Discuss with the Field Instructor the theories and methodologies applied in the agency/tribal setting.
- What **SERVICES or ACTIVITIES** will be offered to individual clients? families? the community? (needs assessments, summaries, group work, family counseling, home visits, advocacy, writing a policy manual, assisting in a tribal program, convening an advisory board, facilitating a focus group, etc.).

- What Social Worker **ROLES** will this setting engage in? What will I learn?
- How can **SUPERVISION** time best be used? What areas can be built on? What structure or tools will facilitate this: agenda? progress recording? How can supervision time best be used for growth? What has the Field Instructor suggested?
- How will **CROSS-CULTURAL COMMUNICATION** be addressed in this setting? What will I learn or be reflecting on during the field experience? What areas do I need to develop as a knowledge base in order to work effectively with different populations?
- What are the **ETHICAL** and **POLICY** issues that may arise in this field placement? What ethical issues emerge for social workers practicing in this agency/tribal setting? Are there policy considerations or constraints the agency/tribal program faces? How will the next legislative budget session impact this placement site? its clients? the community? What are the opportunities for systems change? advocacy?
- What **TOOLS** are available that will maximize the learning experience? There are many learning tools and resources available, such as process recording, case studies, literature reviews, audio/video taping, and clinical assessment tools and measures. You may even want to design your own clinical or outcome measures to assist in evaluating progress and learning during the placement. A CSWE Competency based journal-writing assignment will be outlined in the seminar course syllabus.

**Key components of every learning objective/activity are:**

1. **Be specific:** the more the objective/activity/practice behavior is focused on a specific aspect, the more meaningful. It may help for the student to consider “what do I want to learn and why am I doing this?” The focus is on what will be done in order to benefit the student's development.
2. **Knowledge and skill based:** Each objective/activity/ behavior can be constructed with a knowledge-based focus (what it is that I want to know or need to know) and/or a skill-based focus (what it is that I want to learn how to do).
3. **Define tasks:** Identify what tasks the student will do in order to achieve the practice behavior. These need to be developed together with the Field Instructor to ensure the activities will occur and in appropriate sequence to the student's development. They need to be realistic and attainable, while also challenging.
4. **Measurement/evaluation method:** The objective/ practice behavior needs to identify how the student will be able to monitor the progress or fulfillment of desired learning. Review the evaluation form first.

## **Faculty Liaison Site Visits**

The Faculty Liaison is required to visit students in their agency/tribal settings and to consult and collaborate with the Field Instructor to enhance the integration of the fieldwork experience with classroom learning and with the CSWE Competencies and Behaviors. The Faculty Liaison will schedule a minimum of three visits each academic year: the initial visit to organize and help plan the semester; one to two interim visits to monitor progress and support the student's learning as a generalist/advanced generalist; and at least one visit to support implementation of formal evaluation of the student's work. Site visits may occur in person or via virtual web-based platforms. Additional site visits can be arranged as needed either to provide additional support or address concerns. The Faculty Liaison will also check in with Field Instructors on a consistent basis, typically monthly, to establish pro-active open lines of communication.

The initial visit is intended to co-facilitate a discussion about the student's learning agreement, CSWE Competencies and Behavior integration and the overall general plan of the field experience. Identifying opportunities to establish consistent supervision times; a progressive, sequenced learning experience; and to coordinate the supportive participation of the social work program, the agency/tribal setting, and the student's commitment for the year long placement.

Other visits may provide opportunities to process the experiences of the Intern and Field Instructor as they relate to course objectives and CSWE Competencies and Behavior integration, the student's learning agreement use and vitality, and the agency or tribal program expectations. The purpose of the visits are to enhance and increase the student's potential to observe, reflect, and evaluate their own progress and to recognize and identify the conditions that affect clients and providers in the community/tribal setting. Also, the visits can help with anticipatory planning of new tasks for increasing competencies or areas of growth that would benefit from closer examination.

The last visit in the Fall Semester will address areas of generalist and advanced generalist social work practice that need attention and to make any adjustments to the student learning agreement for the spring. More visits can always be arranged and should be if there are any concerns.



## Resolution of Concerns and Problems in Field Education

The Field Education Program is committed to helping students maximize their learning opportunities and to strengthen the communities served. We are also committed to supporting the development of our placement sites and Field Instructors, recognizing that the role of supporting and guiding the professional development of students is an additional commitment beyond the primary focus of employment duties.

In addition to supporting students in developing professional communication skills with clients and other professionals in the context of the placement site, there must also be effective communication between the student and their Field Instructor/supervisor. The Field Education Program encourages early identification of challenges so that a resolution and/or corrective action can be planned as soon as possible. This requires open, direct, and ongoing communication, not only between student and Field Instructor/supervisor but also with the Faculty Liaison and potentially Director of Field Education.

The internship placement is an educational context, required for the academic success of the student. As such, students' practicum activities and interactions fall under the various educational rights and responsibilities as assigned by the University. This includes the right to be free from discrimination based on protected status and to reasonable accommodation in relationship to access to educational activities. More specific information regarding student's rights and responsibilities can be reviewed in the Policies section in the back of this Handbook, or by visiting the Office of Student Rights & Responsibilities website: <https://studentrights.humboldt.edu/>

Perceived discrimination may occur in situations where a student feels a component of their identity is the subject of judgment or questioning. A placement site may claim that they didn't have the room or time for an intern, or that they had a change of heart. In such a scenario the student's concerns should be addressed. This may include an investigation or group discussion with the site supervisor, student and Department of Social Work personnel. The placement site will be noted and remembered for any questionable actions, and these actions will be considered during future placements. If an incident of discrimination occurs at a placement site, the Department of Social Work will consider ending the partnership with the site. This will be done with little or no question if:

- The discriminatory act breaks federal, state law, or educational code.
- The placement site refuses to educate itself about prejudice, bias and discrimination and demonstrate that it is a safe and open place for interns.
- There are multiple incidents of perceived or suspected discrimination.

Performance issues--personal and educational-- also occasionally surface in the field placement. Early intervention is essential to support students, the agency/tribal settings, and the client's/communities interests. Issues, concerns, and problems in field education can generally be categorized by one or more of the following:

- **Situational:** chronic transportation difficulties, prolonged illness, personal crisis, unreliable child-care, etc.

- **Environmental:** lack of adequate opportunity provided by the agency/tribal setting to accomplish learning objectives, changes in agency/tribal program due to funding and/or personnel, limited or unsatisfactory field instruction, differing communication styles between the student and the Field Instructor, etc.
- **Non-academic/Unprofessional Behavior:** ethical violations (NASW Code of Ethics), unprofessional behavior, unsuccessful completion of projects or tasks assigned, lack of ability or motivation to learn social work skills, persistent lateness, not communicating if missing internship days, disrespect for clients and/or other professionals, unable to utilize feedback effectively, threatening or criminal behavior, etc.

### **Situational Issues**

If there is an issue that arises during the field placement in which the student is having difficulty fulfilling responsibilities due to chronic transportation problems, illness, personal crisis, unreliable childcare, etc. a resolution with a timeframe must be settled upon by mutual agreement between the student and Field Instructor. ***The Faculty Liaison should be informed so she/he can monitor the situation to ensure that progress is being made and the student is fulfilling his or her responsibilities.***

### **Environmental Issues**

Occasionally problems in fieldwork are related to the agency/tribal setting or the Field Instructor's ability to provide adequate learning experiences. The student will address his or her concerns with the Field Instructor first, clarifying the problem area or issue and identifying possible strategies for improving the situation. ***Either the student or the Field Instructor may request the Faculty Liaison to be present for this discussion.***

### **Non-Academic/Professional Behavior Issues**

Evaluation of the student's academic and professional behavior in the field placement is viewed as a process jointly undertaken by the student, the Field Instructor, and the Faculty Liaison. The purpose of evaluation is to provide ongoing feedback and to determine if the student has met the course learning objectives/outcomes and adhered to the agency's/tribal setting's personnel practices, policies and procedures, as well as the social work professional code of ethics. ***If a student is not meeting the minimum expectations, please involve the Faculty Liaison ASAP to develop a plan to help the student improve her or his performance (see performance contract, page 46). If the situation is deemed serious, please contact the Faculty Liaison and/or the Field Director immediately.***

***IF THE FIRST STEP (LEVEL 1) OF DIRECT COMMUNICATION DOES NOT RESOLVE THE CONCERN OR PROBLEM, THE ACADEMIC STUDENT SUPPORT PROCESS WILL IMMEDIATELY MOVE TO LEVEL 2 AND IN SOME CASES LEVEL 3.***

## **Academic Student Support and Review Process**

The Department of Social Work at Humboldt State University is committed to our students' professional education and development in a supportive learning environment. In accordance with the requirements of The Council on Social Work Education (CSWE), the department has designed the Academic/Professional Support and Review process to facilitate student success, both academically and with regard to professional behavior. Any student or faculty member may initiate this process. Academic/Professional Support and Review is not a substitution for University policies and procedures (<http://www.humboldt.edu/studentrights>) but is the preferred departmental procedure.

Results of this meeting will be documented in the student's file and will include a formal letter detailing the Department of Social Work's requirements for resolution of the concern.

### **Support Process**

- 1. Level 1 – Face to Face Meeting between Student, Field Instructor, and Faculty Liaison:** Support is offered to students experiencing challenges in meeting expectations of field, the program, or the university. Typically, this level of support is sufficient to resolve concerns. Students are encouraged to access their Field Instructor, Faculty Liaison and/or their advisor's support whenever they have a concern related to their own performance or the educational environment. At this level, the Field Instructor, Faculty Liaison and/or advisor may recommend behavioral changes to the student, accommodations, modifications to assignments, and/or the provision of additional support services. Support at this level may be documented in the student's file, but is not required.
- 2. Level 2 – Face to Face Meeting between the Student, the Faculty Liaison, Field Director, Field Instructor (if appropriate), and the Student's Advisor:** At this level, the Field Director, Faculty Liaison, Field Instructor (if appropriate) and/or advisor may recommend additional behavioral changes to the student, accommodations or modifications to the placement, and/or the provision of additional support services. A formal plan will be developed and timeline for behavioral change, further accommodations, modifications to the student's placement, referral to university disciplinary procedures, or re-evaluation of a student's suitability for the social work program will be addressed. A recommendation to find another placement might also be considered. Results of this meeting will be documented in the student's file.
- 3. Level 3 – Face to Face Meeting between the Student, the Faculty Liaison, Field Director, the Student's Advisor, and BASW or MSW Director:** If the issue is not resolved in the specified timeframe, the Program Director (BASW or MSW) will be included. In this meeting, the Student, Faculty Liaison, advisor, Field Director, and Program Director will review the results of the formal plan. A recommendation to terminate the placement will be made by the Field Director including a reevaluation of a student's suitability for the social work program. Results of this meeting will be documented in the student file and forwarded to the Administrative Team (Chair, MSW Director, BASW Director, and the Field Director).

## Review Process

Any party may submit a signed letter to the Administrative Team requesting a review of the recommendation. The letter should indicate the concern with the prior recommendations/actions, and suggest further steps toward resolution of the concern. The student may bring an advocate to this meeting.

Results of this meeting will be documented in the student's file and will include a formal letter detailing the Department of Social Work's requirements for resolution of the concern. If any party believes that further action is warranted, he/she may utilize university grievance policy and procedure.

The following is a list of some of the possible reasons a student may be removed from a field placement:

- Is not able to understand and maintain confidentiality
- Does not abide by the NASW Code of Ethics
- An attempt to harm someone else
- An attempt to harm oneself
- Repeated tardiness at the agency/tribal setting and/or tardiness without notification
- Repeated absences from the agency/tribal setting and/or absence without notification
- Repeated change in scheduled field hours without approval
- Illegal behavior during field hours
- Use of alcohol or other non-medicinal drugs during field hours
- Below average performance as documented in formal written evaluation
- Chronically does not perform and complete assigned tasks in a timely manner
- Violation of agency policy
- Inappropriate behavior and language

## Closure

Regardless of the reasons for early removal, it is expected that the student with direction from the Field Instructor, will carry out closure with clients, co-workers, and the agency/tribal setting.

Any plans for closure should include: the exact date of removal, the timing and method used to end planned contact with individuals and/or groups; the way in which the student will fulfill other agency/tribal setting obligations (completion of summaries needed for case transfer or closing, for example); and completion of necessary separation procedures (sign forms, returning keys and/or identification badge, etc.). It is expected that the closure process will be done in a way that continues to support the student's learning and the best interests of the clients and communities served.

**A REASONABLE ATTEMPT SHOULD BE MADE TO FOLLOW THE RESOLUTION PROCESS. NOT FOLLOWING THE PROCESS CAN RESULT IN NO LONGER BEING CONSIDERED AS A PLACEMENT IN THE FIELD EDUCATION PROGRAM.**

## **Performance Contract**

The use of a performance contract is highly encouraged to document the changes needed to help the student understand what specifically must change by when and to clearly develop a written path to success. The performance contract can be found in the Forms section of this handbook.

## **Failure or No Credit in Field Coursework**

Students may receive No Credit in Field Coursework either due to failure to complete required placement expectations or due to failure to meet academic requirements established by their field seminar faculty.

For BASW students SW 456 and SW 455 are co-requisite classes, meaning students must pass both courses to move progress in field.

For MSW students field activities and seminar expectations are combined in SW 555 or SW 655.

For all students, the field placement experience is structured as a year-long placement expectation, and students must complete the fall field seminar requirements (CR) in order to progress to spring seminar and internship activities.

Occasionally a student may need to take a leave in the spring semester after having completed their fall field seminar and placement expectations. In this case, there is no guarantee that the student may return to the original confirmed internship placement. Returning students must begin communication with the Field Director early in the fall semester at the latest in order to secure an approved field placement for the spring semester. Enrollment in spring semester field seminar coursework is pending the confirmation from the Field Director of an approved field placement.

# Forms

- **Performance Contract**
- **BASW Senior Year and MSW Foundation Year Field Placement Performance Evaluation**
- **MSW Advanced Year Field Placement Performance Evaluation**
- **Intern Hours Log**
- **Fall Student Evaluation of Field Instructor**
- **Field Instructor's Evaluation of Field Education Program (Fall)**
- **Final Student Evaluation of Agency/Tribal Placement**
- **Field Instructor's Evaluation of Field Education Program (Spring)**

## Performance Contract – Field Internship Resolution

Student Intern:

BASW Student \_\_\_\_ MSW Student \_\_\_\_

1<sup>st</sup> Year \_\_\_\_ 2<sup>nd</sup> Year \_\_\_\_

Field Instructor (Supervisor):

Agency/Tribe:

Faculty Liaison:

Performance Contract Initiated (Date):

Timeframe in which contract is to be completed: From \_\_\_\_\_ - To \_\_\_\_\_

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**Student Intern Signature**

**Date**

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**Field Instructor Signature**

**Date**

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**Faculty Liaison**

**Date**

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Contract Performance Reviewed (Date):

Contract successfully completed (Date):

Contract extended to (Date):

Contract has not been met - referred to Field Review Committee (Date):

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**Student Intern Signature**

**Date**

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**Field Instructor Signature**

**Date**

**Student Strengths:**

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**Specific Areas Needing Improvement:**

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**Expected Level of Performance:**

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**Learning Activities Assigned to Improve Performance:**

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**Method(s) of Evaluation:**

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## BASW Senior Year and MSW Foundation Year Field Placement Performance Evaluation

Student Name:

Date:

Name of Agency/Tribal Program:

Name of Field Instructor/Supervisor:

Name of Off-Site Supervisor (if applicable):

Name of Faculty Liaison:

Mid-Year (1<sup>st</sup> semester)

Final (2<sup>nd</sup> semester)

Hours Completed:

Distributed Learning (DL) Student

CalSWEC Title IV-E/Pathway Student

### Instructions for Evaluating Students Demonstrating Social Work Competencies:

The student is to be evaluated as a new beginning-level social worker. The competencies were established by our accrediting organization, the Council on Social Work Education. Under each competency statement are several behaviors that we ask that you assess according to the following criteria:

In choosing which score to select, students and field instructors should consider two factors: the percentage of time and/or the degree of competence demonstrated. There is no expectation that a student will get all scores in the “Great Extent” area – especially in the first semester of field. Students are expected to have an average score of 6 or above, so some scores may fall in the “some extent” range and some higher.

Scores in the “little to no extent” range are of concern and should be discussed with the Faculty Liaison as soon as possible. Honesty and accuracy in self-assessment and evaluation are critical for meaningful professional development. We encourage both the student and field instructor to use these ratings to accurately capture where the student is in her/his development.

RATING	CRITERIA
<b><i>Great Extent</i></b>	The student demonstrates the behavior 90 to 100% of the time and does so with a high degree of competence reflective of beginning level social work practice.
<b><i>Considerable Extent</i></b>	The student demonstrates the behavior 60 to 89% of the time and does so with a good degree of competence showing strong promise as a beginning level social worker.
<b><i>Some Extent</i></b>	The student demonstrates the behavior 30 to 59% of the time and does so with some competence that with practice will likely improve to a considerable or great extent.
<b><i>Little or no Extent</i></b>	The student demonstrates the behavior less than 30% of the time or with very little competence and is unlikely to improve to a considerable extent even with practice. If this is marked, the behavior should be discussed with the Faculty Liaison

Please include brief comments for each competency area. Be sure to indicate those areas in which the student demonstrates particular strength and those areas that can be further developed. Your narrative is helpful when it is specific and concrete. Please attach additional pages if needed.

**Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural Communities.**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
<b><i>1.1. Make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research</i></b>	1	2	3	4
<b><i>1.2. Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations</i></b>	1	2	3	4
<b><i>1.3. Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication</i></b>	1	2	3	4
<b><i>1.4. Use technology ethically and appropriately to facilitate practice outcomes</i></b>	1	2	3	4

<b>1.5. Use supervision and consultation to guide professional judgment and behavior</b>	1	2	3	4
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Comments:

**Competency 2: Engage Diversity and Difference in Practice, particularly with respect to work with Indigenous and rural Communities.**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<b>The student can...</b>	<b>Little to No Extent</b>	<b>Some Extent</b>	<b>Considerable Extent</b>	<b>Great Extent</b>
<b>2.1. Apply and communicate understanding of the importance of diversity, intersectionality, and difference in shaping life experiences in practice across ecosystemic contexts</b>	1	2	3	4
<b>2.2. Present as learners who engage people as experts of their own experiences and practice cultural humility</b>	1	2	3	4
<b>2.3. Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people</b>	1	2	3	4

Comments:

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice, particularly with respect to work with Indigenous and rural Communities.**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
<i>3.1. Apply understanding of social, economic, and environmental justice to advocate for human rights, including Indigenous Peoples Rights, at individual and system levels</i>	1	2	3	4
<i>3.2. Engage in practices that advance Indigenous sovereignty; social, economic, and environmental justice</i>	1	2	3	4

Comments:

**Competency 4: Engage In Practice-informed Research and Research-informed Practice, particularly with respect to work with Indigenous and rural Communities.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
<i>4.1. Use practice experience and theory to inform scientific inquiry</i>	1	2	3	4

<i>and research including Indigenous research methods</i>				
<b>4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</b>	1	2	3	4
<b>4.3. Use and translate research evidence to inform and improve practice, policy, programs, and services</b>	1	2	3	4

**Comments:**

**Competency 5: Engage in Policy Practice, particularly with respect to work with Indigenous and rural Communities.**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

<b>The student can...</b>	<b>Little to No Extent</b>	<b>Some Extent</b>	<b>Considerable Extent</b>	<b>Great Extent</b>
<b>5.1. Identify social policy at the local, state, Tribal, and federal level that impacts well-being, service delivery, and access to social services</b>	1	2	3	4
<b>5.2. Assess how social, environmental, and economic policies affect wellbeing, service delivery, and access to social services</b>	1	2	3	4

<b>5.3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice</b>	1	2	3	4
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Comments:

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

<b>The student can...</b>	<b>Little to No Extent</b>	<b>Some Extent</b>	<b>Considerable Extent</b>	<b>Great Extent</b>
<b>6.1. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks to engage with people and place</b>	1	2	3	4
<b>6.2. Use empathy, critical reflection, and interpersonal skills to engage with people and place</b>	1	2	3	4

Comments:

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<b>The student can...</b>	<b>Little to No Extent</b>	<b>Some Extent</b>	<b>Considerable Extent</b>	<b>Great Extent</b>
<b><i>7.1. Collaborate with constituencies to collect, organize, interpret, and critically reflect on information</i></b>	1	2	3	4
<b><i>7.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the analysis of assessment data</i></b>	1	2	3	4
<b><i>7.3. Develop mutually agreed upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers</i></b>	1	2	3	4
<b><i>7.4. Select intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities</i></b>	1	2	3	4

**Comments:**

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
<b>8.1. Implement interventions to achieve practice goals and enhance capacities of people and communities</b>	1	2	3	4
<b>8.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions</b>	1	2	3	4
<b>8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</b>	1	2	3	4
<b>8.4. Support people and communities to negotiate, mediate, and advocate with institutions</b>	1	2	3	4
<b>8.5. Facilitate effective transitions and endings that advance mutually agreed upon goals</b>	1	2	3	4

**Comments:**



**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<b>The student can...</b>	<b>Little to No Extent</b>	<b>Some Extent</b>	<b>Considerable Extent</b>	<b>Great Extent</b>
<i>9.1. Select and use methods for evaluation of outcomes in collaboration with people and communities</i>	1	2	3	4
<i>9.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multi-logical perspectives, and other relevant theoretical frameworks in the evaluation of outcomes</i>	1	2	3	4
<i>9.3. Collaboratively analyze, monitor, and evaluate intervention and program processes and outcomes</i>	1	2	3	4
<i>9.4. Apply evaluation findings to improve practice effectiveness across eco-systemic contexts</i>	1	2	3	4

**Comments:**

## Mid-Year Evaluation

Please check one of the following at the mid-year evaluation. At the final evaluation you do NOT need to complete this section.

- This intern is excelling in this field placement by performing above the expectations for interns.
  - This intern is meeting the expectations of a new beginning-level intern.
  - This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement. A meeting with the Faculty Liaison should be scheduled.
  - This intern is functioning below the expectations of a new beginning-level intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of the placement. A meeting with the Faculty Liaison should be scheduled immediately.
  - This student should not receive credit.
- 

Comments/elaboration:

## **End of Year (FINAL) Evaluation**

Please check one of the following at the final evaluation. At the midterm evaluation, please do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice and has demonstrated serious problems in performance that could not be addressed. This student should not receive credit.

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**Comments/elaboration:**

## Signatures

This evaluation document must be signed by all parties in order for the student to receive credit:

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Social Work Student Intern Signature

Date

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Field Instructor (Supervisor) Signature

Date

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Faculty Liaison Signature

Date

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Off-Site Supervisor (if applicable)

Date

***Student and Supervisor signatures are required on this form before returning an original copy to the Faculty Liaison. A copy will be placed in the student file.***

***My Field Instructor (supervisor) has discussed this evaluation with me and I have received a copy.***

- I agree with the evaluation and have signed above
- I do not agree with the evaluation. ***IF THIS BOX IS CHECKED, COMPLETE THE NEXT SECTION.***

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***The following section is to be completed by the intern in cases of disagreement with the evaluation:***

If the intern disagrees with the evaluation, please state that disagreement in writing and submit a copy to both the Field Instructor and the Faculty Liaison. A meeting between the Intern, Field Instructor, and Faculty Liaison should then be held to discuss the disagreement.

Please consult the Director of Field Education if the meeting was unsuccessful which will activate a level two in the Student Support Process.

## MSW Advanced Year Field Placement Performance Evaluation

Student Name:

Date:

Name of Agency/Tribal Program:

Name of Field Instructor/Supervisor:

Name of Off-Site/ Co-Supervisor (if applicable):

Name of Faculty Liaison:

Mid-Year (1<sup>st</sup> semester)

Final (2<sup>nd</sup> semester)

Hours Completed:

Distributed Learning (DL) Student

CalSWEC Title IV-E/Pathway Student

### Instructions for Evaluating Students Demonstrating Social Work Competencies:

The student is to be evaluated as a new advanced-level social worker. The competencies were established by our accrediting organization, the Council on Social Work Education. Under each competency statement are several behaviors that we ask that you assess according to the following criteria:

In choosing which score to select, students and field instructors should consider two factors: the percentage of time and/or the degree of competence demonstrated. There is no expectation that a student will get all scores in the “Great Extent” area – especially in the first semester of field.

Scores in the “little to no extent” range are of concern and should be discussed with the Faculty Liaison as soon as possible. Honesty and accuracy in self-assessment and evaluation are critical for meaningful professional development. We encourage both the student and field instructor to use these ratings to accurately capture where the student is in her/his development.

RATING	CRITERIA
<b><i>Great Extent</i></b>	The student demonstrates the behavior 90 to 100% of the time and does so with a high degree of competence reflective of advanced level social work practice.
<b><i>Considerable Extent</i></b>	The student demonstrates the behavior 60 to 89% of the time and does so with a good degree of competence showing strong promise as an advanced level social worker.
<b><i>Some Extent</i></b>	The student demonstrates the behavior 30 to 59% of the time and does so with some competence that with practice will likely improve to a considerable or great extent.
<b><i>Little or no Extent</i></b>	The student demonstrates the behavior less than 30% of the time or with very little competence and is unlikely to improve to a considerable extent even with practice. If this is marked, the behavior should be discussed with the Faculty Liaison

Please include brief comments for each competency area. Be sure to indicate those areas in which the student demonstrates particular strength and those areas that can be further developed. **Your narrative is helpful when it is specific and concrete.** Please attach additional pages if needed.

**Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to critique ethical principles with in complex environments, model conscious use of self, exercise leadership roles, model integration and internalization of professional standards, and take initiative in developing necessary alliances to advocate effectively for change.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
<b><i>1.1. Make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research consistent with advanced generalist practice.</i></b>	1	2	3	4
<b><i>1.2. Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations consistent with advanced generalist practice.</i></b>	1	2	3	4
<b><i>1.3. Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication consistent with advanced generalist practice.</i></b>	1	2	3	4
<b><i>1.4. Use technology ethically and appropriately to facilitate practice outcomes consistent with advanced generalist practice.</i></b>	1	2	3	4

<b>1.5. Use supervision and consultation to guide professional judgement and behavior consistent with advanced generalist practice.</b>	1	2	3	4
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**Comments:**

**Competency 2: Engage Diversity and Difference in Practice, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to take on leadership roles that generate and support structures that empower people and mitigate forces that oppress, marginalize, alienate or create or enhance privilege and power. They promote collaboration and demonstrate the importance of difference.

<b>The student can...</b>	<b>Little to No Extent</b>	<b>Some Extent</b>	<b>Considerable Extent</b>	<b>Great Extent</b>
<b>2.1. Apply and communicate understanding of the importance of diversity, intersectionality, and difference in shaping life experiences in practice across ecosystemic contexts consistent with advanced generalist practice.</b>	1	2	3	4
<b>2.2. Present as learners who engage people as experts of their own experiences and practice cultural humility consistent with advanced generalist practice.</b>	1	2	3	4
<b>2.3. Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people consistent with advanced generalist practice.</b>	1	2	3	4

**Comments:**

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to take leadership roles in practice across a broad range of multidisciplinary systems to construct, modify, and evaluate strategies that promote social, economic, environmental justice and human rights.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
<i>3.1. Apply understanding of social, economic, and environmental justice to advocate for human rights, including Indigenous Peoples Rights, at individual and system levels consistent with advanced generalist practice</i>	1	2	3	4
<i>3.2. Engage in practices that advance Indigenous sovereignty; social, economic, and environmental justice consistent with advanced generalist practice</i>	1	2	3	4

**Comments:**

**Competency 4: Engage In Practice-informed Research and Research-informed Practice, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to work collaboratively with communities and across disciplines to design implement and interpret social work research.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
<i>4.1. Use practice experience and theory to inform scientific inquiry and research including Indigenous research methods consistent with advanced generalist practice.</i>	1	2	3	4



<b>4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings consistent with advanced generalist practice.</b>	1	2	3	4
<b>4.3. Use and translate research evidence to inform and improve practice, policy, programs, and services consistent with advanced generalist practice</b>	1	2	3	4

Comments:

**Competency 5: Engage in Policy Practice, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to provide leadership in developing opportunities to conduct nuanced analysis, formulate collaboratively, and advocate with colleagues, clients, and agencies for policy change.

<b>The student can...</b>	<b>Little to No Extent</b>	<b>Some Extent</b>	<b>Considerable Extent</b>	<b>Great Extent</b>
<b>5.1. Identify social policy at the local, state, Tribal, and federal level that impacts well-being, service delivery, and access to social services consistent with advanced generalist practice</b>	1	2	3	4
<b>5.2. Assess how social, environmental, and economic policies affect wellbeing, service delivery, and access to social services consistent with advanced generalist practice</b>	1	2	3	4
<b>5.3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice consistent with advanced generalist practice</b>	1	2	3	4

Comments:

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to initiate actions to partner with clients from an empowerment perspective using interpersonal skills that challenge contexts and have rich knowledge of how experiences and histories shape various systems (i.e., individuals, families, groups, organizations, communities). Increased skills at community-based work, advanced knowledge of policies, legal and political systems in order to build stronger advocacy skills to strengthen students' commitment for coalition building and community organizing.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
<i>6.1. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks to engage with people and place consistent with advanced generalist practice</i>	1	2	3	4
<i>6.2. Use empathy, critical reflection, and interpersonal skills to engage with people and place consistent with advanced generalist practice</i>	1	2	3	4

**Comments:**

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to differentially, collaboratively, and autonomously, apply appropriate culturally relevant assessment frameworks to form multi-systemic assessment and develop intervention strategies across client systems that reflect strength based culturally relevant empowerment-oriented and globally aware approaches.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
<i>7.1. Collaborate with constituencies to collect, organize, interpret, and critically reflect on information consistent with advanced generalist practice</i>	1	2	3	4

<b>7.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the analysis of assessment data consistent with advanced generalist practice</b>	1	2	3	4
<b>7.3. Develop mutually agreed upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers consistent with advanced generalist practice</b>	1	2	3	4
<b>7.4. Select intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities consistent with advanced generalist practice</b>	1	2	3	4

**Comments:**

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to be skilled to handle more complex situations across fields of practice; mental health, child welfare; to consider wellness and sustainability across multiple systems of care; and to benefit individuals, families and communities impacted by a combination of these social issues.

<b>The student can...</b>	<b>Little to No Extent</b>	<b>Some Extent</b>	<b>Considerable Extent</b>	<b>Great Extent</b>
<b>8.1. Implement interventions to achieve practice goals and enhance capacities of people and communities consistent with advanced generalist practice</b>	1	2	3	4

<b>8.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions consistent with advanced generalist practice</b>	1	2	3	4
<b>8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes consistent with advanced generalist practice</b>	1	2	3	4
<b>8.4. Support people and communities to negotiate, mediate, and advocate with institutions consistent with advanced generalist practice</b>	1	2	3	4
<b>8.5. Facilitate effective transitions and endings that advance mutually agreed upon goals consistent with advanced generalist practice</b>	1	2	3	4

**Comments:**

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to evaluate more complex situations in practice across fields of practice; mental health, child welfare, wellness and sustainability across multiple systems of care to benefit individuals, families and communities impacted by a combination of these social issues.

<b>The student can...</b>	<b>Little to No Extent</b>	<b>Some Extent</b>	<b>Considerable Extent</b>	<b>Great Extent</b>
<b>9.1. Select and use methods for evaluation of outcomes in collaboration with people and communities consistent with advanced generalist practice</b>	1	2	3	4

<b>9.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the evaluation of outcomes consistent with advanced generalist practice</b>	1	2	3	4
<b>9.3. Collaboratively analyze, monitor, and evaluate intervention and program processes and outcomes consistent with advanced generalist practice</b>	1	2	3	4
<b>9.4. Apply evaluation findings to improve practice effectiveness across ecosystemic contexts consistent with advanced generalist practice</b>	1	2	3	4

Comments:

## Mid-Year Evaluation

Please check one of the following at the mid-year evaluation. At the final evaluation you do NOT need to complete this section.

- This intern is excelling in this field placement by performing above the expectations for interns.
  - This intern is meeting the expectations of a new beginning-level intern.
  - This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement. A meeting with the Faculty Liaison should be scheduled.
  - This intern is functioning below the expectations of a new beginning-level intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of the placement. A meeting with the Faculty Liaison should be scheduled immediately. This student should not receive credit.
- 

Comments/elaboration:

## **End of Year (FINAL) Evaluation**

Please check one of the following at the final evaluation. At the midterm evaluation, please do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice and has demonstrated serious problems in performance that could not be addressed. This student should not receive credit.

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**Comments/elaboration:**

## Signatures

This evaluation document must be signed by all parties in order for the student to receive credit:

---

Social Work Student Intern Signature

Date

---

Field Instructor (Supervisor) Signature

Date

---

Faculty Liaison Signature

Date

---

Off-Site Supervisor (if applicable)

Date

***Student and Supervisor signatures are required on this form before returning an original copy to the Faculty Liaison. A copy will be placed in the student file.***

***My Field Instructor (supervisor) has discussed this evaluation with me and I have received a copy.***

- I agree with the evaluation and have signed above
- I do not agree with the evaluation. ***IF THIS BOX IS CHECKED, COMPLETE THE NEXT SECTION***

---

***The following section is to be completed by the intern in cases of disagreement with the evaluation:***

**If the intern disagrees with the evaluation, please state that disagreement in writing and submit a copy to both the Field Instructor and the Faculty Liaison. A meeting between the Intern, Field Instructor, and Faculty Liaison should then be held to discuss the disagreement.**

Please consult the Director of Field Education if the meeting was unsuccessful which will activate a level two in the Student Support Process.



# Sample Intern Hours Log

Intern name:

Term:

Date	Day	Time In	Time Out	Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
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31				

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INTERN SIGNATURE DATE

---

FIELD INSTRUCTOR SIGNATURE DATE

**FALL Student Evaluation of Field Instructor (Supervisor)**  
Fall Semester/Mid-Year Evaluation | SW 455/555/655 Field Experience

**DUE DATE: DECEMBER 13th**

You are asked to provide feedback for your Field Instructor in conjunction with your fall semester evaluation. Part of developing professional practice is to be able to give and receive feedback. Evaluations are best when there has been an ongoing dialogue between you and your Supervisor. Most items on this evaluation were likely examined and discussed during the academic year but it is beneficial to reflect on your experiences to this point in the internship and identify together a plan to establish ways to enhance your learning and your educational supervision. You are to type out an evaluation by addressing the following areas.

**I) AGENCY/TRIBAL CONTEXT**

*Initial orientation and participation with agency/tribal setting purpose, policies, procedures, and staff*

- A) What was helpful?
  
  
  
  
  
- B) Given what you know at this point in your internship, what do you need or want to know in order to function at your best within the agency/tribal setting?
  
  
  
  
  
- C) What planned activities would help you to continue your development in the spring?

**II) KNOWLEDGE AND SKILL OPPORTUNITIES**

*Preparation and organization of experiences*

- A) How were experiences to gain knowledge or practice skills organized or sequenced that helped you to learn?
  
  
  
  
  
- B) What was helpful before, during, and after experiences?
  
  
  
  
  
- C) What might have helped you to learn more fully from your experiences?
  
  
  
  
  
- D) Given your current status, what would help in the spring?

### **III) SOCIAL WORK VALUES AND ETHICS**

#### ***Awareness of personal and agency actions***

A) What has helped you to increase your capacity to recognize the choice and effect of actions consistent with professional values?

B) If and when situations raised ethical dilemmas, what was helpful in supporting your development to handle these situations?

C) What might have helped you to learn more fully from the experiences?

D) Given your current level of development, what would be helpful in the spring to increase your recognition of value dilemmas and the skills to handle situations?

### **IV) SUPERVISION**

#### ***Relationship to learning***

A) How is supervision provided and in what ways has it been beneficial?

B) To what extent was your Supervisor available for support and guidance?

C) How consistent and organized were activities arranged by your Supervisor?

D) Were you supported in examining and exploring thoughts, feelings, and actions, and personal challenges?

E) What will increase your ability to process and learn from your Supervisor in the spring?

### **V) ADDITIONAL COMMENTS**

# **Field Instructor's Evaluation of Field Education Program**

Fall Semester/Mid-Year Evaluation | SW 455/555/655 Field Experience

**DUE DATE: DECEMBER 13<sup>th</sup>**

Faculty Liaison \_\_\_\_\_

Agency/Tribe \_\_\_\_\_

Student \_\_\_\_\_

Before beginning the spring semester, your feedback of what would support your work as a Supervisor for the social work program is helpful. Given the progress of the fall semester, how might the Faculty Liaison support and enhance your experience with the student?

## **I) Field Visits**

## **To What Degree Did we...**

Were the Faculty Liaison visits helpful?

- 4= great extent
- 3= considerable extent
- 2= some extent
- 1= not at all

### **In the areas of:**

Clarified the purpose of the field experience	___	___	___	___
Helped with how to use the Field Handbook	___	___	___	___
To learn more about social work concepts	___	___	___	___

### **Helped me in my work with the student by:**

Improving our communication	___	___	___	___
Answering questions that I have	___	___	___	___
Support in developing the LA	___	___	___	___
Offering approaches in supervision	___	___	___	___
Resolving concerns or difficulties	___	___	___	___

## **II) Availability, style, and preparation of the Faculty Liaison**

1) Please feel free to comment on what has been helpful or what changes would increase the experience for you and your student. What works and doesn't work for you? What do you want in order to maintain a better understanding of the social work field experience and feel more supported in developing the student's social work practice?

## **III) Intern-Supervisor Orientation and Field Instructor Training**

1) What do you feel the program or Faculty Liaison offered to support the smooth beginning of the field experience? What would improve the situation for you?

2) To what extent are you supported by your agency/tribal setting and by co-workers to provide the kind of field experience that you value? Are there any additional ways for the Faculty Liaison and/or the Field Director to support you in your agency/tribal setting?

3) Did you attend the Intern-Supervisor orientation or Field Instructor training? If so, what did you find beneficial and what would improve them? If you are not attending, how come? How can we help facilitate your participation?

## **IV) Additional Comments:**

## **Final Student Evaluation of Agency/Tribal Placement**

Spring Semester/End of Year Evaluation | SW 455/555/655 Field Experience

**DUE DATE: May 8th**

Please write a brief narrative describing your experiences and perceptions of the agency/tribal context. The following questions are offered as a guide to identify some areas of your experience.

Evaluations are best when there has been an ongoing dialogue between you and your Field Instructor. Please consider sharing this evaluation with your Field Instructor as you discuss your own final evaluation.

### **THE ORGANIZATIONAL CONTEXT**

- a) From the beginning, did you experience the placement setting to be responsive to your presence as a student learner?
- b) In what ways did you feel included as part of the staff, appropriate to your role as an intern?
- c) Did you feel your Field Instructor was supported to provide the time and opportunities to enhance your learning?
- d) If relevant, did you feel support from others in the agency/tribal setting? Can you name some ways that were beneficial and supportive?
- e) As you complete your placement, do you feel you have gained a full understanding of the placement's mission and services as well as its relationship with the community?
- f) What changes in the agency/tribal setting do you think would make the field experience better?

### **SUPERVISION**

- a) How did your experiences with your Field Instructor expand your knowledge of the field?
- b) To what extent was your Field Instructor able to help you connect theory with practice throughout the year?
- c) To what extent did you feel your Field Instructor was genuinely interested in your learning and able to provide opportunities that matched with your development?
- d) Was time consistently set-aside for supervision?
- e) Were you able to talk openly about your thoughts, feelings, and actions in order to reflect and examine your experiences and development as an intern?
- f) Did you experience that your Field Instructor's expectations for your work and growth were realistic?
- g) Any suggestions for your Field Instructor?

## **Field Instructor's Evaluation of Field Education Program**

Spring Semester 2018/End of Year Evaluation | SW 455/555/655 Field Experience

**DUE DATE: MAY 8<sup>th</sup>**

Please complete this evaluation of the Field Education Program at the end of the year. Your feedback will be used to make improvements in the role of the faculty liaison and the social work program Field Education Program. Your commitment of time and effort is truly appreciated.

**Field Instructor:**

**Date:**

**Agency/Tribe:**

**Faculty Liaison:**

**Student:**

### **I) Understanding the Program Expectations**

- a) Did the Field Education Handbook provide sufficient information to help you understand your role as a Field Instructor and provide guidance for creating a learning experience for your student? Any content that was particularly beneficial? Anything missing?
- b) Was the Faculty Liaison helpful in supporting you to fulfill your role as the Field Instructor during meetings with the student? How so?
- c) Was the Faculty Liaison helpful if and when, you needed or chose to seek clarification or additional support?
- d) What changes would you like to see in her/his role that would help meet your expectations?

### **II) Supporting and Enhancing the Working Relationship with the Student**

- a) Did the Faculty Liaison provide the support and knowledge necessary for you to offer the student the opportunity to learn integration of social work theory with practice as needed (concepts, values etc.)?
- b) Did the Faculty Liaison help create and support a mutual learning process? If dilemmas arose, was the Faculty Liaison supportive in addressing concerns? What would add to the process for you in the future?

### **III) Field Director**

a) If you had contact with the Field Director, was she helpful and responsive? Any feedback?

### **IV) Orientation and training**

a) What would be most beneficial for you at the beginning of the year?

b) If you were able to attend and participate in Field Instructor training and Field orientation...What was beneficial? What would have improved the experience for you?

### **IV) Additional comments**



# Appendices

- **Program Competencies & Behaviors**
- **Professional Social Work Values**
- **Social Work Roles**
- **Social Work Practice**
- **Generalist Social Work Practice**
- **Developing Cultural Awareness & the Conscious Use of Self**
- **NASW Code of Ethics**
- **Student Rights & Responsibilities on University Campus**
- **Academic Support & Review Process**
- **Figure 1: Social Work Competencies**
- **Figure 2: Dimensions of Social Work Competencies**
- **Figure 3: Field Relationships/Roles**

# Program Competencies & Behaviors

## BA/Foundation Year MSW Program Competencies and Behaviors

### **Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural Communities.**

*Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.*

#### **Behaviors:**

- 1.1. **Make ethical decisions** by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and **ethical conduct** of research
- 1.2. **Use critical reflection** and mindfulness to manage personal values and maintain professionalism in practice situations
- 1.3. **Demonstrate professional** roles, relationships, responsibilities, and boundaries in **behavior** and appearance, including oral, written, and electronic communication
- 1.4. **Use technology ethically** and appropriately to facilitate practice outcomes
- 1.5. **Use supervision and consultation** to guide professional judgment and behavior

### **Competency 2: Engage Diversity and Difference in Practice, particularly with respect to work with Indigenous and rural Communities.**

*Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.*

#### **Behaviors:**

- 2.1. Apply and communicate **understanding** of the importance of **diversity, intersectionality, and difference** in shaping life experiences in practice across ecosystemic contexts
- 2.2. Present as learners who engage people as experts of their own experiences and **practice cultural humility**
- 2.3. **Apply awareness of power, privilege, and marginalization** to reduce the influence of personal biases and values in working with people

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice, particularly with respect to work with Indigenous and rural Communities.**

*Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.*

#### **Behaviors:**

- 3.1. Apply understanding of social, economic, and environmental justice to **advocate for human rights, including Indigenous Peoples Rights**, at individual and system levels
- 3.2. Engage in practices that **advance Indigenous sovereignty; social, economic, and environmental justice**

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice, particularly with respect to work with Indigenous and rural Communities.**

*Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.*

#### **Behaviors:**

- 4.1. Use practice experience and theory to **inform scientific inquiry and research** including Indigenous research methods
- 4.2. Apply critical thinking to **engage in analysis** of quantitative and qualitative research methods and research findings
- 4.3. Use and **translate research evidence** to inform and improve practice, policy, programs, and services

### **Competency 5: Engage in Policy Practice, particularly with respect to work with Indigenous and rural Communities.**

*Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.*

#### **Behaviors:**

- 5.1. **Identify social policy** at the local, state, Tribal, and federal level that impacts wellbeing, service delivery, and access to social services
- 5.2. **Assess** how social, environmental, and economic **policies** affect well-being, service delivery, and access to social services
- 5.3. Apply critical thinking to analyze, formulate, and **advocate for policies** that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice

## **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.*

### **Behaviors:**

- 6.1. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other **relevant theoretical frameworks** to engage with people and place
- 6.2. **Use empathy, critical reflection, and interpersonal skills** to engage with people and place

## **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

*Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.*

### **Behaviors:**

- 7.1. Collaborate with constituencies to **collect, organize, interpret, and critically reflect** on information
- 7.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the **analysis of assessment data**
- 7.3. **Develop** mutually agreed upon intervention **goals and objectives** based on the assessment of strengths, needs, challenges, and barriers
- 7.4. **Select intervention strategies** based on the assessment, research knowledge, and values and preferences of people and communities

## **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

*Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value*

*the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.*

**Behaviors:**

- 8.1. **Implement interventions** to achieve practice goals and enhance capacities of people and communities
- 8.2. **Apply** knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions
- 8.3. **Use inter-professional collaboration** as appropriate to achieve beneficial practice outcomes
- 8.4. Support people and communities to **negotiate, mediate, and advocate** with institutions
- 8.5. **Facilitate** effective **transitions** and **endings** that advance mutually agreed upon goals

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

*Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.*

**Behaviors:**

- 9.1. **Select and use methods for evaluation** of outcomes in collaboration with people and communities
- 9.2. **Apply** knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant **theoretical frameworks in the evaluation** of outcomes
- 9.3. Collaboratively **analyze, monitor, and evaluate intervention** and program processes and outcomes
- 9.4. **Apply evaluation findings** to improve practice effectiveness across ecosystemic contexts

## Advanced Year MSW Program Competencies and Behaviors

*The MSW Program is designed to help meet:*

*(1) the immediate need in northern coastal California and*

*(2) the growing need in public, private and tribal social service agencies in California, the Americas, and globally for advanced generalist social work professionals.*

### **Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural Communities.**

*Advanced generalist students learn to critique ethical principles with in complex environments. Model conscious use of self, exercise leadership roles, model integration and internalization of professional standards, and take initiatives in developing necessary alliances to advocate effectively for change*

#### **Behaviors:**

- 1.1. **Make ethical decisions** by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and **ethical conduct** of research consistent with advanced generalist practice.
- 1.2. **Use critical reflection** and mindfulness to manage personal values and maintain professionalism in practice situations consistent with advanced generalist practice.
- 1.3. **Demonstrate professional** roles, relationships, responsibilities, and boundaries in **behavior** and appearance, including oral, written, and electronic communication consistent with advanced generalist practice.
- 1.4. **Use technology ethically** and appropriately to facilitate practice outcomes consistent with advanced generalist practice.
- 1.5. **Use supervision and consultation** to guide professional judgment and behavior consistent with advanced generalist practice.

### **Competency 2: Engage Diversity and Difference in Practice, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to take on leadership roles that generate and support structures that empower people and mitigate forces that oppress, marginalize, alienate or create or enhance privilege and power. They promote collaboration and demonstrate the importance of difference.

#### **Behaviors:**

- 2.1. Apply and communicate **understanding** of the importance of **diversity, intersectionality, and difference** in shaping life experiences in practice across ecosystemic contexts consistent with advanced generalist practice.
- 2.2. Present as learners who engage people as experts of their own experiences and **practice cultural humility** consistent with advanced generalist practice.
- 2.3. **Apply awareness of power, privilege, and marginalization** to reduce the influence of personal biases and values in working with people consistent with advanced generalist practice.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice, particularly with respect to work with Indigenous and rural Communities.**

*Advanced generalist students learn to take leadership roles in practice across a broad range of multidisciplinary systems to construct, modify, and evaluate strategies that promote social, economic, environmental justice and human rights.*

**Behaviors:**

- 3.1. Apply understanding of social, economic, and environmental justice to **advocate for human rights, including Indigenous Peoples Rights**, at individual and system levels consistent with advanced generalist practice.
- 3.2. Engage in practices that **advance Indigenous sovereignty; social, economic, and environmental justice** consistent with advanced generalist practice.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice, particularly with respect to work with Indigenous and rural Communities.**

Advanced generalist students learn to work collaboratively with communities and across disciplines to design implement and interpret social work research.

**Behaviors:**

- 4.1. Use practice experience and theory to **inform scientific inquiry and research** including Indigenous research methods consistent with advanced generalist practice.
- 4.2. Apply critical thinking to **engage in analysis** of quantitative and qualitative research methods and research findings consistent with advanced generalist practice.
- 4.3. Use and **translate research evidence** to inform and improve practice, policy, programs, and services consistent with advanced generalist practice.

**Competency 5: Engage in Policy Practice, particularly with respect to work with Indigenous and rural Communities.**

*Advanced generalist students learn to provide leadership in developing opportunities to conduct nuanced analysis, formulate collaboratively, and advocate with colleagues, clients, and agencies for policy change.*

**Behaviors:**

- 5.1. **Identify social policy** at the local, state, Tribal, and federal level that impacts wellbeing, service delivery, and access to social services consistent with advanced generalist practice.
- 5.2. **Assess** how social, environmental, and economic **policies** affect well-being, service delivery, and access to social services consistent with advanced generalist practice.
- 5.3. Apply critical thinking to analyze, formulate, and **advocate for policies** that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice consistent with advanced generalist practice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

*Advanced generalist students learn to initiate actions to partner with clients from an empowerment perspective using interpersonal skills that challenge contexts and have rich knowledge of how experiences and histories shape various systems (i.e., individuals, families, groups, organizations, communities). Increased skills at community-based work, advanced knowledge of policies, legal and political systems in*

*order to build stronger advocacy skills are taught to strengthen students' commitment for coalition building and community organizing.*

**Behaviors:**

- 6.1. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other **relevant theoretical frameworks** to engage with people and place consistent with advanced generalist practice.
- 6.2. **Use empathy, critical reflection, and interpersonal skills** to engage with people and place consistent with advanced generalist practice.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

*Advanced generalist students learn to differentially, collaboratively, and autonomously, apply appropriate culturally relevant assessment frameworks to form multi-systemic assessment and develop intervention strategies across client systems that reflect strength based culturally relevant empowered oriented and globally aware approaches.*

**Behaviors:**

- 7.1. Collaborate with constituencies to **collect, organize, interpret, and critically reflect** on information consistent with advanced generalist practice.
- 7.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the **analysis of assessment data** consistent with advanced generalist practice.
- 7.3. **Develop** mutually agreed upon intervention **goals and objectives** based on the assessment of strengths, needs, challenges, and barriers consistent with advanced generalist practice.
- 7.4. **Select intervention strategies** based on the assessment, research knowledge, and values and preferences of people and communities consistent with advanced generalist practice.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**

*Advanced generalist students learn to be skilled to handle more complex situations in practice across fields of practice; mental health, child welfare, wellness and sustainability across multiple systems of care to benefit individuals, families and communities impacted by a combination of these social issues.*

**Behaviors:**

- 8.1. **Implement interventions** to achieve practice goals and enhance capacities of people and communities consistent with advanced generalist practice.
- 8.2. **Apply** knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions consistent with advanced generalist practice.
- 8.3. **Use inter-professional collaboration** as appropriate to achieve beneficial practice outcomes consistent with advanced generalist practice.
- 8.4. Support people and communities to **negotiate, mediate, and advocate** with institutions
- 8.5. **Facilitate** effective **transitions** and **endings** that advance mutually agreed upon goals

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.**



*Advanced generalist students learn to evaluate more complex situations in practice across fields of practice; mental health, child welfare, wellness and sustainability across multiple systems of care to benefit individuals, families and communities impacted by a combination of these social issues.*

**Behaviors:**

9.1. **Select and use methods for evaluation** of outcomes in collaboration with people and communities consistent with advanced generalist practice.

9.2. **Apply** knowledge of human behavior and social environments, decolonization, relational worldviews, multi-logical perspectives, and other relevant **theoretical frameworks** in the **evaluation** of outcomes consistent with advanced generalist practice.

9.3. Collaboratively **analyze, monitor, and evaluate intervention** and program processes and outcomes consistent with advanced generalist practice.

9.4. **Apply evaluation findings** to improve practice effectiveness across eco-systemic contexts consistent with advanced generalist practice.

## **Professional Social Work Values**

Students are expected to be able to identify and recognize how their work is guided by professional values. Examining their work through supervision provides the basis to reflect on their conduct and to see their growth to operate in consonance with social work values.

The Council on Social Work Education identifies the social work values that are to guide the professional practice:

- Social workers' professional relationships are built on regard for individual worth and dignity and advance by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.
- Social workers respect people's right to make independent decisions and to participate actively in the helping process.
- Social workers are committed to assisting client systems to obtain needed resources.
- Social workers strive to make social institutions more humane and responsive to human needs.
- Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.
- Social workers are responsible for their own ethical conduct, the quality of their practice, and seeking continuous growth in the knowledge and skills of their profession.

The National Association of Social Workers also sets out a Code of Ethics to guide professional practice.

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

### **Value: Service**

**Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.**

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

### **Value: Social Justice**

**Ethical Principle: Social workers challenge social injustice.**

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

### **Value: Dignity and Worth of the Person**

**Ethical Principle: Social workers respect the inherent dignity and worth of the person.**

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle: Social workers recognize the central importance of human relationships.**

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value: Integrity**

**Ethical Principle: Social workers behave in a trustworthy manner.**

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value: Competence**

**Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.**

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Please find the full NASW Code of Ethics linked below

**National Association of Social Workers (NASW) Code of Ethics:**

<https://www.socialworkers.org/pubs/code/default.asp>

**Social Work Roles**

Roles are conceptual ways to explain how people relate to each other as reflected in our behaviors, attitudes and values. As you develop internship activities and evaluate the student over the course of their learning it can be helpful to consider their ability to fulfill certain social work roles. During supervision it can be helpful to review how the student decides what roles are most relevant and effective in working with clients, and the skill level, knowledge base, and value orientation that frames a student's assessment and choice of action. These roles are not independent functions but rather always integrated and multi-faceted approaches to social work practice. These are some common terms for different roles engaged by professional social workers.

- **Broker:** Acting as a linkage between the client and the community resources (e.g., services, specific information, informal peer networks). Requires a broad knowledge base of

community resources and how to access these resources effectively. Rather than simply providing the name of a resource as a referral, the social worker actively supports the client in successfully negotiating through the system and connecting to the desired service.

- **Advocate:** Based on the client's needs and wishes, being a speaker for the client, presenting and arguing on behalf of the client, and taking a position. Can be done with the client, as well as advocating for the client as an individual or a group (e.g., lobbying, speaking at hearings, defending the right to service, arguing for a specific helping model for a client). The social worker is not neutral.
- **Teacher:** Offering information directed toward helping (e.g., parent effectiveness groups where the worker shares skills about parenting, birth control information provided to teens, talking about coping strategies, giving information on the legal consequences of a behavior), acting as a role model (e.g., open communication, conflict resolution, acceptance, parenting), and utilizing dialogue as the process to mutually share ideas and knowledge with clients as co-teachers.
- **Facilitator:** Assisting clients in finding strengths and resources within themselves in order to make the changes they want to make. Helping clients believe in their own potential for affecting changes in themselves and in their environments. A difference between advocating and facilitating would be speaking to a parent for a teenager about her feelings vs. encouraging the teen herself to speak with her parent about her feelings.
- **Mediator:** When we advocate, we take a position for which we argue and when we mediate, our position is one of neutrality. Attempt to reconcile differences in order to reach an agreement or resolve a conflict (e.g., between a counselor and client, parent and child, or among professionals). Close attention is paid to differences in power and privilege to ensure mediation is structured in a meaningful process and that reconciliation is not at the expense of the least privileged.
- **Collaborator:** Building cooperative and open professional relationships among social service workers and related paraprofessionals. Seeing and using the common ground among helping professionals to create and maintain healthy social service networks (e.g., calling a meeting of all professionals working with a particular family or client group in order to develop more effective helping strategies).

## **Social Work Practice**

"The purpose of social work is to promote or restore a mutually beneficial interaction between individuals and society in order to improve the quality of life for everyone. Social workers hold the following beliefs:

\*The environment (social, physical, organizational) should provide the opportunity and resources for the maximum realization of the potential and aspirations of all individuals, and should provide for their common human needs and for the alleviation of distress and suffering.

\*Individuals should contribute as effectively as they can to their own well-being and to the social welfare of others in their immediate environment as well as to the collective society.

\*Transactions between individuals and others in their environment should enhance the dignity, individuality, and self-determination of everyone. People should be treated humanely and with justice." (NASW Working Statement, 1981)

## **Generalist Social Work Practice**

At Humboldt State University, the Department of Social Work prepares baccalaureate and masters students for beginning and advanced social work practice as generalist. Students learn at HSU that Generalist Social Work Practice incorporates a professional knowledge, value and skill base informed by an ecological systems perspective that supports a capacity to become proficient in varying methods to create change, maximize social functioning and social justice (empowerment) by multi-level interventions that are client-centered and situation-focused with attention to the cultural and socio-political context.

The HSU generalist social work practice approach emphasizes empowerment and a strengths perspective which features:

**(a) A humanistic perspective on people:** people are viewed as active, capable of developing their potentialities with a de-emphasis on psychopathology.

**(b) A re-definition of human dilemmas in transactional terms:** locates the issues of concern not in the individual but in the dynamic transactions between systems - discrepancies between a person's needs and the environmental resources and the multiple levels of systemic interplay.

**(c) Reformulation of assessment as competence clarification:** competence is not the fixed attribute of the person or system but rather the transactional attribute between the person's capacities, motivation, and skills with the environmental context. An orientation toward identifying strengths or clarifying competence underlies an empowerment approach.

**(d) Redefinition of the client-worker roles:** recognizing people as having assets, potentialities, and competencies to engage in the existing situation and that social workers utilize various roles and varying approaches that provide environmental conditions necessary for people to be able to meet life challenges and achieve their aspirations.

**(e) Redefinition of the client-worker relationship, particularly in terms of mutuality and authenticity:** so that the authority and power invested in the social work role is reduced by eliminating hidden agendas and by a relationship that manifests genuine caring, openness, and honesty.

By forming a mutual process that allows for direct and meaningful dialogue that supports mastery rather than mystifying the professional helping process.

**(f) Focus on life processes and life experiences:** the worker has a duty to support the person's acquisition of knowledge, the processing of such information, and the stimulation of cognitive

processes of the person to see new possibilities and assess the potential risks and benefits of their choices.

By providing diverse opportunities for action, the worker can provide the person to develop creativity and increasing hope in utilizing past experiences and future goals to be empowered in facing the present life challenge.

**(g) Emphasis on using the environment:** workers should be directly exposed to the ecological context of the person in order to identify and utilize existing people, resources, and facilities or to support the addition of new opportunities as well as addressing and changing the institutionalized forms of oppression.

**(h) Regular use of client feedback:** social workers should seek and engage people to share their perspective and evaluation of their helping efforts. In doing so, social workers increase opportunities for people to make decisions, engage in enhancing their cognitive processes, being more active in the relationship and in the anticipation of forthcoming opportunities and challenges.

*\*Adapted from:*

-Maluccio, Anthony N. (editor), *Promoting Competence in Clients: A New/Old Approach to Social Work Practice*, The Free Press, Division of MacMillan Publishing Company, Inc., New York, New York, 1981.

-Miley, Karla Krogsrud and O'Melia, Michael and DuBois, Brenda L., *Generalist Social Work Practice: An Empowering Approach*, Allyn and Bacon, A Simon and Schuster Company, Needham Heights, Massachusetts, 1995.

## **Developing Cultural Awareness and the Conscious Use of Self**

Students in the social work program are expected to demonstrate a commitment to develop self-awareness of their own cultural values, attitudes, and experiences that make cross-cultural work challenging to establish meaningful, trusting relationships. We want students to be able to assess their own experiences and learn differences in the experience of other cultural groups.

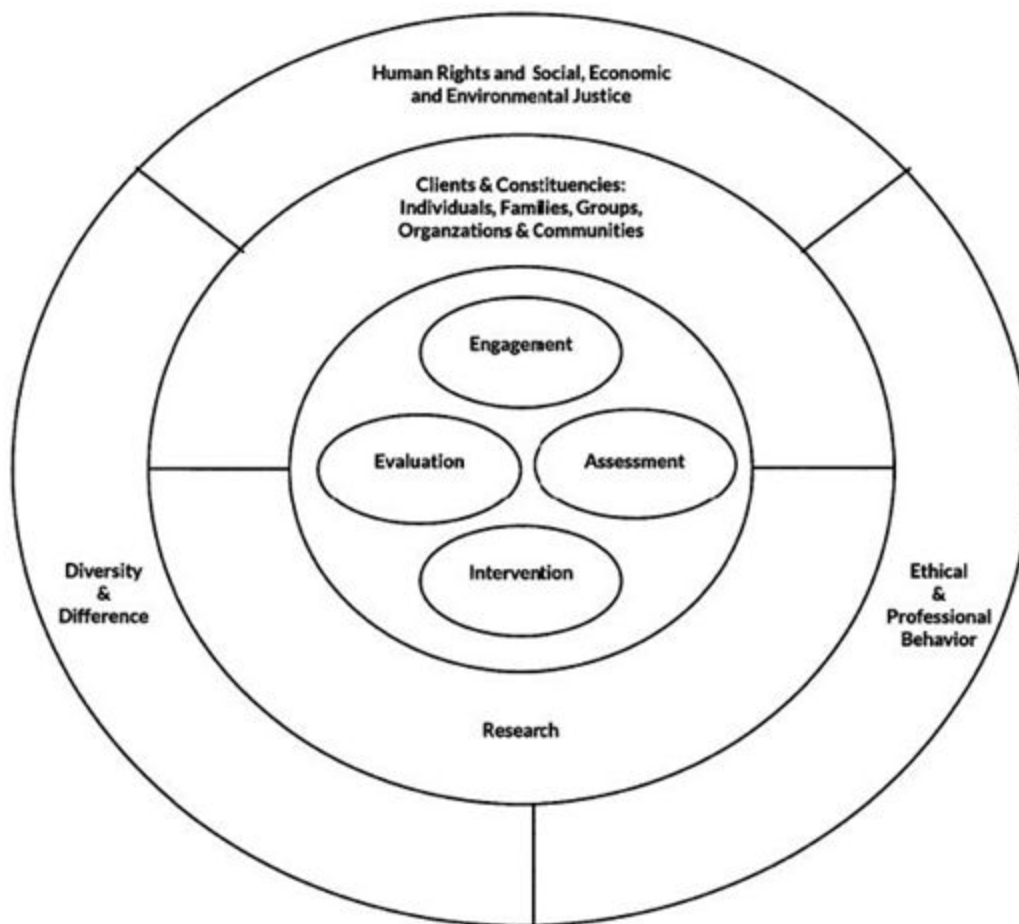
Understanding the implications of cultural differences and valuing those differences are essential aspects of emerging competencies. By paying attention to the dynamics of differences that affect their interactions with clients and staff, students will learn to recognize the challenges inherent in forming genuine, meaningful relationships that require reflection and changes in their behaviors. Issues of power and privilege are central to addressing social injustice.

Students are expected to be able to assess the realities of present conditions within their agency placements and within the social service community in meeting the needs of diverse populations. The student will be able to identify the ongoing process of developing cultural awareness in the varying ways services are provided, the composition and skill of agency staff to meet the needs of diverse communities, and the manner in which the agency seeks relationships with diverse communities to increase understanding and greater sensitivity.

## Figure 1: Social Work Competencies

This diagram depicts three concentric circles. The innermost circle contains the concepts of: Engagement, Assessment, Intervention and Evaluation. The middle circle contains: Clients and constituencies (i.e. Individuals, families, groups, organizations and communities) and research. The outermost circle contains: Human rights and social economic and environmental justice, ethical and professional behavior and diversity and difference. The diagram demonstrates the inter-relatedness and layering of all of these concepts as a part of competency in social work practice (Poulin & Matis, 2015)

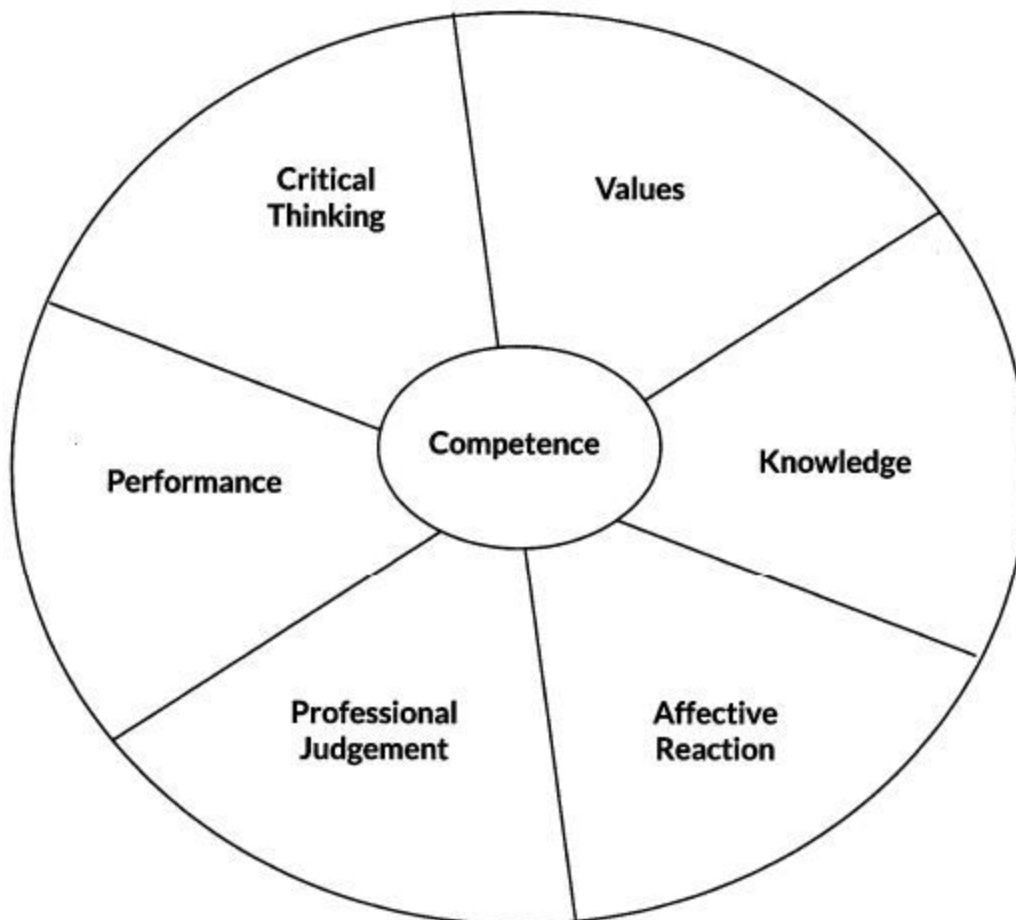
**Fig 1. Social Work Competencies**



## **Figure 2: Dimensions of Social Work Competencies**

This diagram consists of two concentric circles. The innermost circle contains the concept of: Competence. The outermost circle is split into six equal parts and contains the concepts of: Critical Thinking, Values, Knowledge, Affective Reaction, Professional Judgement, and Performance. The diagram demonstrates the inter-relatedness and layering of all of these concepts as a part of competency in social work practice (Poulin & Matis, 2015).

**Fig 2. Dimensions of Social Work Competencies**





**Figure 3: Field Relationships & Roles**

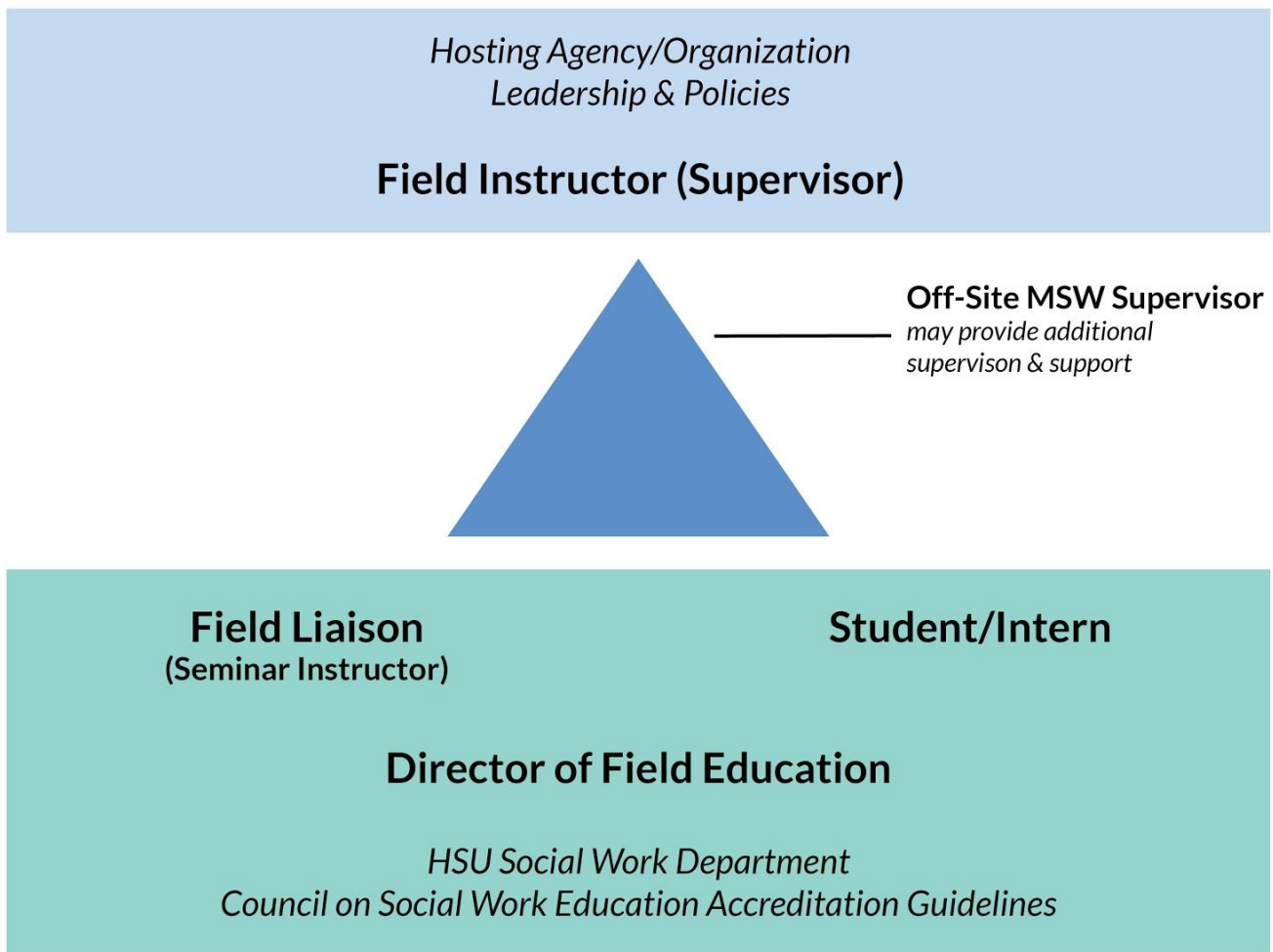


Figure 3: Field Relationships and Roles

# Policies

- **CSWE Educational Policy**
- **HSU Dept of Social Work Statement & Policy on January 25<sup>th</sup> Presidential Executive Order**
- **Policy on Field Instruction When the Supervisor Does Not Hold a CSWE-Accredited Social Work Degree**
- **Student Rights and Responsibilities on the University Campus**
- **Student Rights in Relation to Harassment**
- **Title IX Notice of Non-Discrimination (Sexual Assault Disclosure)**
- **SW Department Policy on Non-Discrimination**

## **Council on Social Work Education (CSWE) Educational Policy:**

### ***Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight February 25, 2014***

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act: (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, Harper's Bazaar, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

#### **Social work field education meets the following stipulations:**

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.

## **Humboldt State University Department of Social Work Statement and Policy on the January 25, 2017 Presidential Executive Order titled “Enhancing Public Safety in the Interior of the United States”**

Humboldt State University Department of Social Work students engaging in approved field experiences (SW 255: Beginning Social Work Experience, SW 355: Social Agency Experience, SW 455: Social Work Field Experience, SW 555: Foundation Internship, SW 655: Advanced Internship) and/or community projects (SW 682: Masters Project Development, SW 683: Masters Project Implementation) will not provide any information to law enforcement authorities at any level of government that pertains to the following provisions in the above named Executive Order related to clients who:

- Have been charged with any criminal offense, where such charge has not been resolved;
- Have committed acts that constitute a chargeable criminal offense;
- Have engaged in fraud or willful misrepresentation in connection with any official matter or application before a governmental agency;
- Have abused any program related to receipt of public benefits;
- In the judgment of an immigration officer, otherwise pose a risk to public safety or national security.

Such action would be inconsistent with national accreditation standards for social work programs in the United States and the Humboldt State University Department of Social Work’s Professional Competencies and Behaviors Standard 1.1, “Make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research.”

The National Association of Social Workers Code of Ethics Standard 1.07(c) states, “Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.” There is no compelling professional reason to disclose the above information.

The International Federation of Social Workers Statement of Ethical Principles and International Association of Schools of Social Work Ethics in Social Work, Statement of Principles state, “Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).” The named Executive Order does not present a greater ethical requirement such as the preservation of life.

In light of current Presidential actions and positions related to vulnerable groups, including undocumented immigrants, it is imperative for the HSU Department of Social Work and its students to stand on the side of justice and protect vulnerable populations here and everywhere. Immigrant rights are human rights.

Questions about this policy can be directed to Ronnie Swartz, Chair of the Department of Social Work.

## **Policy on Field Instruction When the Supervisor Does Not Hold a CSWE-Accredited Social Work Degree**

It is the policy of the Department of Social Work that all internship placements must have a primary focus on the education and development of the student as a social worker with appropriate supervision to accomplish the tasks of professional development and to demonstrate program competencies.

The Council on Social Work Education's (CSWE) 2015 Educational Policy and Academic Standards require that Field Instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience. Field Instructors for masters level students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a Field Instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective.

Due to the remote, economically challenged, and rural nature of the regions we serve, a student may be supervised by a Field Instructor who does not hold a CSWE-accredited social work degree or meet the requisite post-degree practice experience. This supervisor is required to hold an equivalent degree and/or years of professional practice experience, including supervision experience. In addition to the standard expectations for the field experience, the social work program, agency, and student are expected to comply with the following in such situations:

Students will be provided an additional off-site Field Instructor who will meet the required degree credentials for the placement setting and weekly supervision meetings will be part of the student's required internship activities. On-site and off-site supervisors will collaborate in supporting the students' professional development, will jointly review and approve the learning agreement and participate in the final evaluation.

### **OR**

1. Students will attend a supplementary Field Experience Seminar for at least 30 minutes per week with their Faculty Liaison.
2. Faculty Liaisons will meet with the Field Instructor more frequently. The frequency will be determined by the Faculty Liaison and the Director of Field Education and they will occur no less frequently than one time per month.
3. Faculty Liaisons will be available for immediate consultation with back up from the Director of Field Education. Calls for assistance will be responded to within 24 hours.

### ***The terms used in the Field Education Program for the roles and responsibilities of Field Instructor and Faculty Liaison are defined as follows:***

Field Instructors are on-site and off-site supervisors who are required to:

- Attend annual Field Instructor training.
- Attend beginning of the year orientation with their intern.
- Meet with the student for one hour per week for supervision.

- Supervise and mentor the intern with a focus on helping to create learning opportunities.
- Meet with the Faculty Liaison at least three times either in person or via web-based meeting platforms, communicate regularly via phone and/or e-mail and be willing to meet more often if issues arise.
- Be familiar with Program Competencies and Behaviors
- Help their intern implement the Student Learning Agreement
- Complete student performance and program evaluations

Faculty Liaisons are faculty members from the HSU Department of Social Work with at least two years post-MSW practice experience who:

- Work with the Field Instructor and the student in the development of the field experience and the student's learning objectives.
- Monitor the student's progress and meet with the student and the Field Instructor in the agency setting at least three times and additional times when needed as determined by the intern, the Field Instructor, and/or the Faculty Liaison.
- Assist the Director of Field Education in planning and facilitating the orientation for Field Instructors and interns at the start of each field placement.
- Provide the Field Instructor support and guidance in facilitating student achievement of Program Competencies and Behaviors.
- Plan Field Experience Seminars (SW 456/555/655), teach the weekly seminar sessions, give students on-going written feedback about their competency-based seminar assignments, take an active role in giving feedback, and facilitate peer feedback.
- Monitor student's awareness and use of ethical standards in his/her practice in the agency and in seminar.
- Assign the student's final grade for SW 455, SW 456, SW 555 and SW 655.

## **Student Rights and Responsibilities on the University Campus**

The student is responsible for reviewing and complying with all HSU student policies. A list of all Student Rights and Responsibilities can be found on HSU's website, here:

<http://studentrights.humboldt.edu/>

The Social Work Program is an academic community dedicated to the ideas of social justice. Its faculty, staff, and students aim to not simply espouse social justice, but also to practice it in our daily interactions. As part of that commitment, we are working to ensure that the program is an environment in which discriminatory, harassing, unethical and unprofessional behavior does not occur to any person for any reason. We must work together to create a safe environment for all members of our diverse community.

The policies of HSU are aimed at helping to ensure a safe and supportive environment that allows for maximum learning for everyone involved. The department attempts to utilize informal consultative process outlined in the Academic/Professional Support and Review process to address concerns regardless of their etiology. This policy is not a substitute for your rights and the procedures outlined in general HSU policy. However, we believe that many of the challenges that occur in academic and field experiences provide educational opportunities. We hope you will take personal responsibility for addressing your behavior to make this a supportive and productive academic experience and use the student support process when appropriate to aid you in this process.

The faculty of the Department of Social Work regularly discusses the milieu of the program and concerns regarding overall issues and student specific issues. The results of these meetings may result in activation of the student support process in order to address concerns that faculty have. The student support process is automatically initiated when certain events occur (e.g. a student is placed on academic probation, is removed from a field setting or does not pass an academic class). Students are encouraged to also activate the support process if they have concerns about a course, their performance, or the performance of a faculty member.

## **Student Rights in Relation to Harassment**

Harassment is behavior that intimidates or demeans others. It can be verbal, written, or physical. If you experience harassment at the University or in an agency during your field experience, talk with someone you trust. Your Faculty Field Liaison, Field Director, the BASW or MSW Program Director and the University Dean of Student or Campus Title IX Coordinator are people who can help you. Talking about harassment is one way to stop it and prevent its recurrence!

If you experience harassment because of your race, gender, religion, ethnic background, disability or sexuality, you may discuss the issue with any of the individuals or agencies listed below. They are here for your support and protection.

### **Dean of Students:**

Website: <https://deanofstudents.humboldt.edu/>

The mission of the Dean of Students is to promote inclusive student success through diverse programs and services that encourage social responsibility, self-advocacy, leadership development and community engagement.

**Christine Mata, Interim, Dean of Students** : christine.mata@humboldt.edu  
**Roger Wang, Interim Assistant Dean of Students**: roger.wang@humboldt.edu  
(707) 826-3504 | DoS@humboldt.edu  
Office hours: M-F 8:00 am - 5:00 pm, Siemens Hall 211

### **Campus Title IX Coordinator/Discrimination, Harassment and Retaliation Prevention**

#### **Administrator:**

Website: <http://www2.humboldt.edu/diversity/>

If you have a complaint against an HSU student, employee or staff member for sexual harassment, sex discrimination, or sexual assault, you should contact the Title IX Coordinator. The Title IX Coordinator is responsible for Title IX compliance for matters involving students and employees, including training, education, communication, and administration of grievance procedures for all Title IX complaints. Duties and responsibilities: monitoring and oversight of overall implementation of Title IX compliance at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community.

**Marcus Winder, Campus Title IX Coordinator**  
marcus.winder@humboldt.edu | (707) 826-3385  
Office hours: M-F 8:00 am - 5:00 pm, Siemens Hall 215

### **Office of Diversity, Equity and Inclusion:**

Website: <http://www2.humboldt.edu/diversity/>

The Office of Diversity, Equity, & Inclusion is charged with developing policies for our campus that seek to institutionalize diversity as a core part of the HSU educational process and to overcome the historical and social inequities that continue to challenge students, faculty, and staff from underrepresented groups.

We also support cultural programs, educational experiences and professional development opportunities for students, staff, and faculty that works to deepen understanding across various groups, to advocate for social justice, and to improve the climate in classrooms and other institutional spaces.

**Dr. Cheryl Johnson, Executive Director**  
cheryl.l.johnson@humboldt.edu | (707) 826-4502 | Siemens Hall, Room 208

### **Counseling & Psychological Services:**

Website: <https://wellbeing.humboldt.edu/counseling-and-psychological-services>



This campus service is designed to provide brief therapeutic support and referral for continued counseling in the community. Services offered include: psychological assessment, short term individual and couples counseling, groups and workshops, information and referral, crisis intervention, outreach, psychoeducation, and consultation. Student Health Bldg, HSU Campus.

hsucaps@humboldt.edu | (707) 826-3236 (crisis therapists available 24/7)  
Office Hours: Mon/Wed/Fri 8:45 am - 4:15 pm | Tues/Thurs 9:45 am - 4:15 pm

## **Title IX Notice of Non-Discrimination**

### **Introduction**

The California State University does not discriminate on the basis of gender, which includes sex and gender identity or expression, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University (both on and off campus). The protection against discrimination on the basis of gender or sexual orientation includes [sexual harassment, sexual misconduct, and gender based dating and domestic violence and stalking](#).

- [Sexual Assault Policy](#)
- [Rights and Options for Victims of Sexual Violence, Dating Violence, Domestic Violence, and Stalking](#)
- [Notice of Non-Discrimination on the Basis of Sex](#)
- [Myths and Facts About Sexual Violence](#)

### **Safety of the HSU Campus Community is Primary**

The university's primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for sexual discrimination, harassment or violence; therefore, victims should not be deterred from reporting incidents of sexual violence out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual violence shall not be subject to discipline for related violations of the Student Conduct Code.

### **Information Regarding the HSU Campus' Criminal and Civil Consequences of Committing Acts of Sexual Violence**

Individuals alleged to have committed sexual assault may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline/sanctions at the university. Employees may face sanctions up to and including dismissal from employment, per established CSU policies and provisions of applicable collective bargaining unit agreements.

Students charged with sexual discrimination, harassment or violence will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see [Executive Order 1098](#)) and will be subject to appropriate sanctions. In addition, during any investigation, the

university may implement interim measures in order to maintain a safe and non-discriminatory educational environment. Such measures may include immediate interim suspension from the university, required move from university-owned or affiliated housing, adjustment to course schedule, or prohibition from contact with parties involved in the alleged incident.

For more information, visit: <http://www2.humboldt.edu/titleix/>

## **Mandated Reporting, Sexualized Violence Disclosures & CSU Interpretation of Title IX**

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking **and specify that this violence occurred while you were an HSU student**, federal and state education laws require that, as your instructor, I notify the Dean of Students, Randi Darnall Burke. She will contact you to let you know about accommodations and support services at HSU and possibilities for holding accountable the person who harmed you.

If you do not want the Dean of Students notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for holding the perpetrator accountable.

- **Campus Advocate Team provided by North Coast Rape Crisis Team 24-hour Hotline:** (707) 445-2881
- **Humboldt Domestic Violence Services 24-hour Hotline:** (707) 443-6042
- **HSU's Counseling and Psychological Services\*** M-F 8 am – 5 pm; 24 hour Crisis Line: (707) 826-3236
- **Mira Friedman, HSU Health Educator\*** (707) 826-5234, mira@humboldt.edu
- **Mary Sue Savage, Prevention Coordinator\*** (707) 826-5235, mss62@humboldt.edu

*\*If it's determined that a perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, these HSU employees are required to notify the Dean of Students and/or the campus police.*

## **Social Work Department Nondiscrimination Policy Statement**

No person shall, on the basis of race, color, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, disability, political orientation, disabled veterans' status or Vietnam/Iraq/Afghanistan veteran status, be denied the benefits of or be otherwise subjected to discrimination under any program or activity offered under the control of the Department of Social Work at Humboldt State University.

# Glossary of Terms

**Advanced generalist practice** refers to innovation, leadership, insight, and respect in social work across multiple fields of practice and multiple system levels (i.e., individuals, families, groups, organizations, and communities). Humboldt State's MSW program embraces an advanced generalist conceptualization because we believe this best describes the orientation necessary for effective work in rural and Indigenous Communities. Social workers must engage, assess, intervene, and evaluate in collaboration with people to make sense of distress and build on existing strengths in rural and Indigenous Communities. Advanced generalists perform complex roles and have rich knowledge of how experiences and histories shape various systems (i.e., individuals, families, groups, organizations, communities). They are also acutely and reflectively aware of their own position in broader contexts and how this interacts with their practice.

**Critical reflection** involves deep exploration of our pre-existing beliefs and how they are influencing our interpretation of the meaning of an experience. The focus of critical reflection is to reveal hidden power dynamics and how they influence the way we think about the experience. Critical reflection is less interested in "how" we act or react in a given situation than it is in uncovering the thought process behind "why" we act that way. Adapted from Stephen Brookfield, "The concept of critically reflective practice," in Handbook of adult and continuing education, edited by A. Wilson & B. Hayes, 2000; John Mezirow, Fostering Critical Reflection in Adulthood, 1990; and Edward Taylor & Patricia Cranton, The Handbook of Transformative Learning: Theory, Research, and Practice, 2012.

**Decolonization** is a process of understanding that before European powers set to confront Indigenous peoples where we/they lived since time immemorial, we/they were free and had absolute authority over our/ their lives, we/they were born into and lived in a universe which was entirely of our/their own. This process also asks us to understand the extent to which colonization has and continues to oppress people's spirit, body, and mind along with the impact of colonization on our past, our present, and our future. Finally, it urges us to develop skills, knowledges, strategies and technologies to resist colonialism (historical and modern) in all its forms and expressions.

**Ecosystemic contexts** refers to a perspective on thinking and organizing knowledge that emphasizes the interrelatedness and interdependence between individuals and social systems (e.g., families, groups, organizations, communities, societies). The social worker's focus expands from what takes place within systems to include what goes on between them. From this point of view, development is a continuous process of adaptation and accommodation between individuals and their environments. That is, human development does not happen in a vacuum but, rather, is the product of continuous transactions between individuals and the physical, social, class, and cultural environments in which they grow. Adapted from Carel Germain & Alex Gitterman,

“Ecological perspective,” in Encyclopedia of Social Work, edited by A. Minahan, 1987; Magaly Queralt, The Social Environment and Human Behavior: A Diversity Perspective, 1996.

**Indigenous and rural communities** refers to social work practice with people who originate or occur naturally in and are native to a particular place. This includes social work that is practiced in isolated communities with limited access to specialty services and resources all of which often contribute to more complex challenges than those of their counterparts in urban cities

**Intersectionality** is a framework for social justice that starts with the understanding that our identities are socially constructed and exist at the intersection of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. These parts exist simultaneously. Our experiences of race affect our experience of gender; our experiences of class affect our experience of ability. Systems of power, privilege and oppression reinforce each other, overlap and intersect; they do not function independently of each other. Forms of resistance, activism and advocacy must be intersectional in order to address the cumulative effects of these systems. As a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. The framework of intersectionality was developed by women of color in the 1970s; the term intersectionality theory was first coined by legal scholar Kimberlé Crenshaw in 1989. Intersectionality helps make visible the complexity that shapes our experiences.

**Mindfulness** means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. Mindfulness also involves acceptance, meaning we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there’s a “right” or “wrong” way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we’re sensing in the present moment rather than rehashing the past or imagining the future.

**Multilogical perspectives** seek to understand new frames of reference as a result of recognizing that there are many ways of being in the world, many vantage points and that one perspective is not more legitimate or deserving of privilege than another.

**NASW Code of Ethics, IFSW/IASSW ethical principles** refers to those principles established by the National Association of Social Workers, International Federation of Social Workers, and International Association of Schools of Social Work.

**Scientific inquiry and research** are systematic processes through which students develop and discover knowledge and use this knowledge to solve problems and inform social work practice. Scientific inquiry and research can include gathering new knowledge through surveys, interviews and focus groups. Additionally, scientific inquiry can also include gathering previous knowledge from sources such as literature and document.