

Berkeley Social Welfare



Field Instruction Guide 2015-2016



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August 1, 2015

Greetings and Salutations, Field Instructors!

On behalf of the School of Social Welfare, I want to warmly welcome you to the memorable role of field instructor.

While there are many things I love about social work, our profession's rich tradition of providing a personalized instructional relationship to its next generation tops the list. When you reflect on your own education, you are likely to remember a few key people who had a major impact. They probably balanced supporting and challenging you, guiding you and respecting your need to find your own way, sharing accepted practice wisdom and questioning it, and teaching and learning with you. They probably were your field instructors.

As part of our ongoing endeavor to advance competency in our profession, we have redesigned our field learning tools to be competency-based and behaviorally anchored. These tools now inform students in advance what, specifically, is meant by competency and help them to obtain, clearer, more focused and specific feedback from you. We look forward to introducing these tools to you, helping you integrate them as part of your field instruction process, and gathering input as to how to improve them.

The School shares your mission of improving the lives of vulnerable individuals, families, and communities. And, together, we share the joys and responsibilities of preparing the next generation of social work leaders to advance that mission.

We are deeply grateful to you for your service to our School and profession. You will indeed be remembered.

Warmly,

Greg Merrill, LCSW
Director of Field Education, MSW Co-Chairperson

Berkeley Social Welfare

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1-Introduction and Overview of the Field Education Program

Mission and Goals

Welcome to the Berkeley Social Welfare Field Education Program!

The mission our MSW Program is to develop future leaders of the profession who challenge conventional wisdom by being deeply prepared for multi-level social work in specific areas of practice. We provide an education built on the strongest available evidence, oriented to advancing social justice, and responsive to the changing needs of local and global communities.

In alignment with this mission, the MSW Program prepares students for a range of social work leadership and practice roles. Students are prepared to practice with specialized skills at specific intervention levels, and are thoroughly grounded in knowledge of social and psychological issues, social welfare policies, and social service organizations.

Field education at Berkeley supports the MSW program mission and goals in the following ways:

1. Providing students with opportunities to develop practice skills by applying, refining, and integrating conceptual knowledge acquired in classes with “real world” experiences in a wide variety of social agencies that serve the public interest;
2. Helping students achieve mastery of professional competencies through progressively immersing them into the role of professional social worker and arranging for them to be given competency-based feedback from agency field instructors; and
3. Facilitating the development of strong, lifelong practice learning competencies in our students including use of consultation, being self-reflective, considering multiple, often conflicting sources of knowledge, applying critical thinking and ethical decision-making skills, demonstrating effective coping and resolution of dilemmas, and consistently conducting oneself in a professional manner.

Administrative Structure and Roles

The Director of Field Education is responsible for the overall management of the field program. Field faculty members (also known as Field Consultants) are actively involved in establishing and implementing policies and procedures. Additional input on program issues and changes is also sought periodically from participating agencies and students. The field program curriculum is overseen by the School's faculty through the MSW Program Committee and administratively by the School's Dean. The program is administratively supported by a program assistant.

Field Faculty Roles

The field faculty body is comprised of the Director of Field Education Field Consultants who are members of the School of Social Welfare Departmental Teaching Staff. These specialists have primary responsibility for field education, development of, matching to, and monitoring of field placements, facilitating student acquisition of identified practice competencies, supporting Field Instructors, and determining field education grades.

Each Field Consultant is both an established generalist and a specialist in one or more of the concentration areas represented in the advanced curriculum. They also teach practice courses and serve on departmental committees, helping to link the curriculum with current practice trends and concerns. The deep, ongoing involvement of our field faculty in public agencies helps to keep the School current on policy, program development, and practice issues.

Field Consultants are the direct liaisons between the agencies and the School. They support all parties involved in each field placement, ensuring that the student's educational needs are well met, that the placement experience is mutually beneficial to both agency and student, and that student competencies develop in all identified areas.

The responsibilities of the field faculty include:

1. Maintaining knowledge of changes in policy, practice, and institutions in their assigned field of practice in order to provide information for field program and curriculum development;
2. Recruiting, screening, and orienting desirable new placement settings;
3. Maintaining and improving existing placement settings;
4. Guiding the placement process of assigned and eligible students by conducting assessments, considering all available placements, and facilitating or recommending matches whenever possible;

5. Orienting, training , supporting, and evaluating agency Field Instructors and other involved agency personnel;
6. Leading field seminars and section meetings;
7. Assisting in the development of Learning Agreements and reviewing all evaluations;
8. Maintaining regular contacts with Field Instructors and students to support the field instruction process and to solve any problems that might arise regarding a placement or student's performance;
9. Participating in the evaluation of students, Field Instructors, and agency settings and reviewing or generating related documents and correspondence;
10. Offering individual educational or professional advising, mentoring, and/or coaching to students and Field Instructors; and
11. Determining and assigning student grades.

Agency Personnel Roles

Agency Managers: Effective field education requires a significant commitment on the part of agency management. The development of an agency field education program, even if for only one student per year, requires careful planning. Therefore, responsible agency manager(s) should be involved in the initial development of the placement plan and in periodically reviewing, with Field Consultants and agency staff or Field Instructors, the effectiveness of the field placement program within the agency.

Field Instructors: The Field Instructor is the student's teacher in the agency, providing administrative and educational supervision to the student. The relationship between students and their Field Instructors is central to students' learning and preparation for social work practice.

Field Instructors serve as teachers, supervisors, mentors, and gatekeepers for the profession. Satisfactory student progress in field instruction depends on agency support, school-based preparation, student readiness for field placement, and the skill of the Field Instructor in managing the field instruction process.

Field Instructors must have sufficient training and experience in the required practice modalities to supervise student's work. These practice domains include but are not limited to case management, counseling, group work, advocacy, referral, resource development, family work, needs assessment, evaluation, policy and program development and implementation, personnel and fiscal management, development, and/or other clinical or administrative services. All

Field Instructors are required to complete a workshop orienting them to the Role of Field Instruction, and are offered annual opportunities to update and advance their field instruction skills.

Training Coordinators: Many agencies designate a particular staff member as Training Coordinator. Training Coordinators play a key role in the design of agency placement arrangements and often manage the placement process, including selection of participating program units and Field Instructors. They provide orientation, facilitation, and additional support services for both Field Instructors and students. When an agency Training Coordinator is designated, the Field Consultant establishes a close working relationship with that person to facilitate mutual planning and effective response to any problems that might arise.

The Student Role

Social work students are adult learners, capable of being--and expected to be-- active participants in the field instruction process. Students are expected to assess their baseline practice competencies, to clarify their professional learning needs and objectives, to play an active role in determining the appropriate setting for both of their placements, and to continuously engage in self-assessment.

Because Social work students are assigned duties in public agencies that serve vulnerable populations and will, upon graduation, be eligible to perform the full range of entry-level social work services, students in placement are expected to behave in a professional manner at all times. Students are guided by the Code of Ethics of the National Association of Social Workers, by agency codes of conduct, by the Berkeley Code of Student Conduct, and by the Academic and Professional Standards for the MSW Program.

Throughout the placement period, the student should play an equal role in defining the agenda for field instruction meetings, including issues that should be discussed, the structure of the meetings, and materials that the student will bring (case records, process notes, planning documents etc.). Engaged and receptive approaches to learning which demonstrate initiative and responsiveness to feedback and direction are expected.

Students must introduce themselves as students or interns to clients and colleagues and should not convey the impression that they already hold degrees, licenses, or are paid full-time employees when this is not the case.

2015-2016 Field Calendar At-A-Glance

	First Year Student	Second Year Student
	Field days are Wed. & Thu. Total agency days (fall & spring) = 55	Field days are Wed., Thu., & Fri. Total agency days (fall & spring) = 92
FALL 2015 SEMESTER		
Aug 20 (Thurs)	Semester Begins	
Aug 25 (Tues)	Field Instructor Training Day, 10 am – 3:00 pm	
Aug 27 (Thurs)	Academic Instruction begins: 1 st day of Classes	
Aug 27 (Thurs)		2 nd -Year Field Section Meetings
Sep 2 (Wed)		Fall Field Education Begins
Sep 7 (Mon)	<i>Labor Day Holiday</i>	
Sep 24 (Wed)	Fall Field Education Begins	
Sep 25 (Fri)		✓ Learning Agreement Due
Oct 22 (Thur)	✓ Learning Agreement Due	
Nov 11 (Wed)	<i>Veteran's Day Holiday</i>	
Nov 26-27 (Th-F)	<i>Thanksgiving Holidays</i>	
Dec 4 (Thurs)	✓ Progress Review Due	
Dec 5 (Fri)		✓ Progress Review Due
Dec 11 (Fri)	Academic Instruction Ends, Final Examinations Begin	
Dec 17 (Thurs)	Last Day Fall Field Practicum	
Dec 18 (Fri)	Semester Ends	Last Day Fall Field Practicum
TOTAL AGENCY FIELD DAYS:	27	32
SPRING 2016 SEMESTER		
Jan 6 (Wed)	Spring Field Education Begins	
Jan 18 (Mon)	<i>Martin Luther King, Jr. Holiday</i>	
Jan 19 (Tue)	Academic Instruction begins: 1 st day of Classes	
Feb 15 (Mon)	<i>President's Day Holiday</i>	
Mar 21-25 (M-F)	Spring Break	
April 14 (Thurs)	✓ Final Field Evaluation Due	
April 15 (Fri)		✓ Final Field Evaluation Due
April 28 (Thurs)	Last Day of Field Education	
April 29 (Fri)		Last Day of Field Education
May 13 (Fri)	<i>Semester Ends</i>	
TOTAL AGENCY FIELD DAYS:	32	48

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1-The Competency-Based Field Education Curriculum

The Field Requirement

Berkeley Social Welfare provides students the opportunity to apply classroom learning and develop professional competencies by engaging in supervised, agency-based practice. Field education involves a substantial amount of student time and credit hours. The School employs a special class of faculty referred to as Field Consultants who cultivate, maintain, and support mutually beneficial relationships with a wide array of social agencies that provide field instruction.

Direct experience in social agencies has always been a central feature of social work education and, in fact, field education is considered the “signature pedagogy” in social work. The field program is located at the nexus between academic education and “real world” practice. It is in the field program that the choices a school makes about its mission, goals, resource allocation, the needs and commitments of community agencies and practitioners, and the hopes and dreams of students, intersect and sometimes conflict.

Field education serves a vital function for students by allowing them to:

- Develop practice skills and competencies by applying classroom theory to real life situations;
- Determine how and when to apply skills, methods, and concepts to various contexts and how to adapt to specific situations;
- Gain exposure to diverse populations, social problems, and community and organizational contexts;
- Clarify their needs for further development and study;
- Gain access to practical information that is not available in academic courses, assignments, and/or readings; and
- Understand the effect of the organizational context on professional practice while they develop a range of skills in agency-based social work.

Berkeley MSW students usually complete two separate field education experiences to satisfy the field education requirement for the MSW degree: a foundation (first year) placement of two days a week (400 hours) in the field; and an advanced (second year) placement of three days a week (720 hours).

Foundation Field Education: The First Year

The structure of foundation (first year) field education is the same for all students regardless of concentration. The first year is designed to introduce students to provide students with a range of learning opportunities across the intervention cycle (engagement, assessment, intervention, and evaluation) and across the levels of social ecology (individuals, families, groups, organizations, and communities) so that students may learn and demonstrate identified generalist competencies

The Placement Process for the Foundation (First Year) Field Practicum

Students are typically oriented to field education in the summer before they begin studies by watching an online video, reviewing written materials, completing pre-placement questionnaires, revising their resume, and then meeting individually with their assigned Field Consultant. They discuss their past experience, future plans, needs, and learning goals for first year placement. Based on this information, the Field Consultant first determines if the student is considered admissible for field education. In general, students must be ready, willing, and able to demonstrate requisite abilities (with or without accommodation) for them to assume a professional learning role in an agency environment that serves vulnerable populations. Once this is determined, the Field Consultant then locates the best available placement that matches the student's current learning needs, future learning goals, and provides them a significantly new and challenging experience.

After being assigned to a placement interview, the student then meets with the agency Field Instructor and they assess together the suitability of the proposed placement. In the instance that this process does not result in a mutually satisfactory arrangement, another placement interview may be offered. Failure to obtain placement after three interviews, however, requires a review of the student's admissibility to field education and suitability for the degree and profession.

First year field practicum days are Wednesdays and Thursdays beginning in the last week of September and continuing until the end of the Spring semester. Standard days are eight hours in length and do not include time for lunch or other breaks. Students and their agency Field Instructors work together to finalize the student's schedule and to develop a learning agreement that specifies the tasks that will be assigned in the placement that are intended to help students develop and demonstrate identified competencies. The learning agreement provides the basis for periodic, competency-based evaluations of student

performance. Field Consultants typically visit agencies in the Fall to review the learning agreements with students and Field Instructors.

Common modes of practice in first year placements are brief or supportive models of direct practice including outreach and engagement, clinical interviewing, intake assessment, case management, crisis intervention, and/or counseling with individuals and groups. Access is also usually available to a range of macro-practice activities such as meeting management, program planning, coordination, and evaluation, advocacy, policy analysis, and/or development functions. Training Coordinators and Field Instructors are encouraged to orient students to their agencies with a broad appreciation of the agency's place within the network of services. Practice tasks are organized, to the extent possible, to provide a wide range of practice experiences and continuity with a sufficient number of assignments for competency acquisition and reliable assessment thereof.

Successful completion of the foundation field practicum is determined by completion of the minimum hours (400) *and* demonstration of the 12 identified competencies.

The Year-Long Foundation Field Seminar

Prior to beginning field placement, students prepare for entry to the field by beginning all of their foundation courses. In addition, SW 400 The Field Preparation and Integration Seminar is specifically designed to prepare, enable, and support students as field learners and meets for at least two hours every week in the Fall and every other week in the Spring. Facilitated by the assigned Field Consultant, this seminar introduces students to a range of social work agencies, settings and topics, engages them in self-reflective assessment, and examines how best to approach “real world” learning so as to advance professional competencies. Students typically participate in the same section of the field seminar for the academic year

Upon completing the first year seminar, students will:

1. Increasingly identify as professional social workers and conduct themselves according to professional and ethical standards;
2. Enhance their ability to form, participate effectively in, and benefit from a professional consultation group;
3. Become more familiar with an array of practice settings, topics, and dilemmas;
4. Assess their foundation professional competencies, assets and needs, and related growth and development;

5. Emotionally and practically prepare to begin field placement duties and tasks with individuals, families, groups, organizations, and/or communities;
6. Improve the effectiveness of their approach to professional learning including working within agency contexts, utilizing field instruction, and identifying strategies for coping with professional dilemmas; and
7. Present field-based cases, projects, or dilemmas in an organized, concise manner so as to receive feedback and input which improves performance and outcomes.

Successful completion of the foundation field seminars is determined by attendance, participation, and submission of the key assignment. Concurrent enrollment in SW 401 The Field Practicum and SW 400 The Field Integration and Preparation Seminar is expected.

Because the assigned Field Consultant is the person who initially assesses the student, arranges the field placement, monitors the placement and related competency acquisition, and facilitates the field seminar section that the student participates in, we develop strong, continuous educational relationships with our students with the goal of optimizing their professional growth and development.

Identified Foundation Practice Competencies for First Year Field Education

The School has established a set of 12 practice competencies based upon the Educational Policies and Accreditation Standards of the Council on Social Work and are interpreted for our context. These competencies guide task assignment, field instruction, formative and final evaluation in first year field education and are as follows:

- 1. Engagement with Individual, Families, Groups, Organizations, and/or Communities:** Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients, stakeholders, and/or community partners to participate in clinical services and/or administrative projects.
- 2. Consultation, Coordination, and Collaboration:** Obtains information from a variety of collaterals, stakeholders, and/or other sources and integrates into a coordinated service and/or project plan.
- 3. Assessment of Individuals, Families, Groups, Organizations, and/or Communities:** Collects, analyzes, and applies relevant

information to promote the effective delivery of clinical services and/or the effective execution of administrative and planning projects.

- 4. Intervention Planning:** Develops clinical and/or administrative project goals that include input from clients, multiple stakeholders, and/or information sources. Identifies specific, measurable, and achievable goals and integrates the best available evidence and/or knowledge.
- 5. Implementation and Evaluation:** Executes activities and interventions consistent with the intervention plan in a sequenced, thoughtful, focused, and responsive manner. Modifies activities, pacing, methods, and/or goals so as to increase the likelihood of reaching the intended outcome(s).
- 6. Systemic Intervention:** Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, and/or community contexts that shape the delivery of social work services.
- 7. Evaluation of Systemic Efforts and/or Interventions:** Collects, analyzes, and applies data on the effectiveness of program, system, and/or community-wide efforts so as to shape the overall delivery of social work services.
- 8. Planning for Completion or Transition:** Facilitates endings and transitions to clinical and/or administrative projects in a timely, smooth, and thoughtful manner so as to promote continuity of care and/or project success.
- 9. Written and Verbal Communication Skills:** Communicates orally and in writing in an organized, complete, and timely manner. Delivers communication in an effective manner given its purpose and context.
- 10. Professional Ethics:** Recognizes ethical conflicts, applies the applicable social work ethical codes, engages in consultation, and arrives at principled decisions.
- 11. Professional Conduct:** Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the School of Social Welfare, field agency, and relevant professional codes.
- 12. Professional Growth and Development:** Initiates and takes responsibility for learning. Invites, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development and life-long learning.

Because of their importance, these competencies should be periodically reviewed during the first year field practicum and in individual, group, and seminar meetings.

Successful completion of both the foundation field practicum and the foundation field seminars (SW 400 and SW 400B) are required for advancement into advanced (second year) field education and to progress normatively toward MSW degree conferral.

Advanced Field Education: The Second Year

The structure of advanced field education is differentiated by concentration area. The second year placement is designed to introduce students to advanced or specialized practice settings that focus on specific methods (direct practice or management and planning practice), populations (children and families or older adults), and/or fields of practice (community mental health or health) that correspond to concentrations within the School. Consequently, access to more complex practice opportunities is typically made available to advanced standing students. In order to be eligible for advanced field education, students must have successfully completed all first year field education requirements, all required foundation courses, and must be in good academic standing. Prior successful completion of or concurrent enrollment in concentration area course requirements may also be necessitated.

The Placement Process and the Advanced Field Practicum

The second year placement process is complex, involving approximately 100 students and over 350 agencies. Therefore, a clear standard placement process is established to ensure fairness and minimize confusion. In December, eligible agencies wanting to offer a second year placement in the next academic year receive a placement timetable and a request for updated placement information. In late January, a live mandatory orientation to the second year placement process is provided by the Director of Field Education to all students eligible for second year placement. At this time, the information about available placements is made available through a password-protected, web-based data base accessible to all eligible students which provides contact information, the concentration(s) for which the placement is approved, the identified field faculty member, descriptions of placement requirements and opportunities, and a link to the agency's website. Past student review of field placements are also made available. After meeting with their Field Consultant and searching the data, students may meet with other field faculty to refine their choices. Many second year placements are cross-listed for multiple concentrations.

In mid-February, students indicate their top four, rank-ordered placement choices and are generally approved to complete two or three interviews from

their list. Field faculty inform agency personnel about students who will be coming for interview. The intent of the interview is to permit mutual exploration concerning the fit between the students' interests and learning goals and placement opportunities and demands. Students have about five to six weeks in which to complete their interviews. Students must complete all interviews within the School's interview timetable, without exception. Workshops to help students enhance their resume and/or interviewing skills are provided.

At the time the interview is arranged, students will generally provide a resume. Additional written references are not ordinarily provided. Should the agency need additional material, the student's Field Consultant should be contacted. After the interview, the Field Consultant and the agency will discuss the interview and the student's acceptability.

Upon completing all their interviews, students re-rank their placement preference. Placements are generally confirmed by the field faculty and Director of Field Education using the following principles: 1) as long as the student has been accepted at an agency approved for his or her concentration, he or she will be matched in order of his or her preference; 2) in the instance of multiple students being considered for a limited number of placements, the agency shall communicate their rank-ordered preference of students, and if unable to do so, students will be randomly selected to ensure fairness. The School reserves the right, however, to assign placements based on our professional judgment or need in certain circumstances such as a student who has significant caregiving responsibility, approved accommodations, or other compelling personal circumstances or when the supply of available placements in any one area does not meet overall student demand. We do not assign students to agencies where they have not been deemed by the agency to be acceptable.

The placement time table, process, and/or available options may be different or restricted for students accepted into specialized programs such as the Title IVE stipend program, the community mental health stipend program, and/or the Pupil Personnel Services Credential (PPSC) program. Students always have the option of withdrawing from these specialized programs but may be subject to consequences such as stipend repayment.

Second year field practicum days are generally Wednesdays, Thursdays, and Fridays beginning in the first week of September and continuing until the end of the spring semester. Standard days are eight hours in length and do not include time for lunch or other breaks. In some instances, students may arrange to attend placement on other days and/or at other times as long as they can take all required courses and recommended electives. Additionally, some placements require students to begin before the semester begins or to continue on after the semester ends. In these instances, the relationship between the student and agency is voluntary and not subject to university requirements, policies, or protections although both parties are encouraged to continue to act ethically.

Students and their agency Field Instructors work together to finalize the student's schedule and to develop a learning agreement that specifies the tasks that will be assigned in the placement that are intended to help students develop and demonstrate the identified advanced competencies. The learning agreement provides the basis for periodic evaluations of student work. Field Consultants visit agencies in the Fall to review the learning agreements with students and Field Instructors.

Modes of practice can vary widely in these settings depending upon concentration area. For students in direct practice concentrations, they generally involve more in-depth and advanced tasks which can include advanced clinical interviewing and assessment, clinical case management and/or psychotherapy that is specialized, advanced documentation and/or report-writing. For management and planning students, they generally involve projects related to program planning, implementation, or evaluation, resource development, and public speaking or facilitation. Direct practice students are allowed to spend up to four hours per week engaged in management and planning practice, and management and planning students are allowed to spend up to four hours per week engaged in clinical practice. Students in approved concurrent programs may be allowed additional flexibility as it relates to their other degree requirements and career goals.

Successful completion of the advanced field practicum is determined by completion of the minimum hours (*720 and* demonstration of identified, advanced competencies.

Field-Based Research

Berkeley MSW students are required to complete three semesters of coursework in research, culminating in a full-scale research project in their second year. Second year students are encouraged, but not required, to conduct their research projects in their field agencies, whenever possible, and to investigate a question that is relevant and valuable to the field agency. Time devoted to the research, however, is counted as part of their research course time and is generally not considered field education time. Further, agency Field Instructors are not expected to supervise this required research since projects are supervised by students' research instructors. Field Instructors may, however, assist students in identifying possible projects within the agency, in identifying and accessing agency data, and in successfully navigating agency rules including protocols related to human subject research.

There are some exceptional circumstances in which direct practice students may do research as part of their field education practicum. All of the following conditions must be met for this to happen:

1. The project must be directly relevant to the student's field education learning goals, and be planned with and fully approved by the agency Field Instructor and the Field Consultant;
2. The project must be supervised by the Field Instructor or another member of agency staff such as a secondary Field Instructor;
3. The research project must be listed in the student's learning agreement as a separate activity area;
4. A copy of the project proposal must be provided to the Field Consultant and discussed at site visits; and
5. Participation in this research must not preempt other field learning assignments.

If these conditions are met, direct practice students may devote a maximum of 20% of their field time (i.e., 4-5 hours in any given week) to their research projects. When research is part of a student's field assignment, the requirements of the research project are set by the Field Instructor with support of the Field Consultant, as with any other field education task.

It is more typically the case that students in the Management and Planning concentration may have research as part of their core field assignment since it may be more central to their assigned field tasks. While the amount of field time spent on a research project by a MAP student may be greater than 20%, the above conditions apply in order for the research to be counted as field practicum time.

Whether research is considered part of field practicum or a separate assignment, the School expects that the agency will apply its own research policies and protocols as they are related to research done by interns. Research instructors often request that Field Instructors sign student research proposals to insure that the agency is aware of the research plan. Students with questions about field-based research should consult with their Field Consultant, their Field Instructor, and their research instructor. These complex negotiations are a common part of the research process.

Field Section Meetings

In the advanced year, students are encouraged to take advanced electives both in the School of Social Welfare and in other university departments that inform their approach to field placement duties, tasks, and identified competencies. They are also frequently provided with more extensive on-site learning opportunities and supports including seminars, group supervision, and/or extra individual supervision, training and/or consultation. In recognition of these factors, we do not require participation in a formal second year seminar. We do, however, require students to attend 16 hours of field section meetings facilitated

by their Field Consultant and attended by their cohort. These field section meetings typically are comprised of the same members as the first year foundation field seminar, and as such, working group norms and cohesion are already established and can be effectively harnessed to maximize professional growth and development.

By participating in the second year section meetings, students will:

1. Assume effective learning approaches for more advanced settings, specific populations, and/or complex skills;
2. Increasingly be responsible for the structure, content, and process of the professional consultation group;
3. Identify and discuss ethical dilemmas and advanced clinical and administrative topics so as to provide one another with feedback, support, and challenges;
4. Re-assess their foundation professional competencies, assess their advanced professional competencies, and related growth and development;
5. Prepare to assume of the full role of social work professional and/or to transition from the role of student to employee;
6. Develop future educational plans and goals so as to commit to continual professional development and acquisition of progressively higher levels of mastery over a wide range of skills.

The 16 hours of field section meetings can be configured in any number of ways as meets the needs and availability of the Field Consultant and students but usually involves at least one meeting before placement formally begins and one after it formally ends. Half of the time (8 hours) will occur during scheduled field education days when the student will be excused from placement and not have to make up the time. The other half (8 hours) will be scheduled at other times during the semester. Meetings sometimes occur on campus, sometimes occur at private residences, and sometimes occur at agency or community sites.

Advanced (Second Year) Competencies

Advanced MSW students continue to attend to the 12 foundation competencies previously enumerated. Behavioral anchors for the competency scale, however, are adjusted to reflect specific knowledge and skills that are to be demonstrated for the student's advanced concentration area (Child and Family, Community Mental Health, Gerontology, Health, or Management and Planning). These

modified competencies continue to guide task assignment, field instruction, formative and final evaluation in second year field education.

Each advanced concentration area has articulated specific advanced knowledge, skills, and attitudes that are taught and/or measured either in the classroom or in field placement, as follows:

**Identified Advanced Practice Behaviors
For Competencies [EP 2.1.1-2.1.10d]
By Concentration Area**

Concentration Area	Identified Advanced Practice Behavior
Education Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly	
Child and Family	Infuse social work principles and values in interactions with clients and other relevant stakeholders in settings that serve children and families
Community Mental Health	Infuse social work principles and values in interactions with clients and other relevant stakeholders in settings germane to community mental health
Gerontology	Infuse social work principles and values in interactions with clients and other relevant stakeholders in settings that serve older adults and their families
Health	Infuse social work principles and values in interactions with clients and other relevant stakeholders in health settings
Management and Planning	Infuse social work principles and values in interactions with clients and other relevant stakeholders in macro settings
Education Policy 2.1.2—Apply social work ethical principles to guide professional practice	
Child and Family	Demonstrate vision, stewardship, credibility, integrity, inclusion, and collaboration in work with children and families
Community Mental Health	Demonstrate vision, stewardship, credibility, integrity, inclusion, and collaboration in work in community mental health settings
Gerontology	Demonstrate vision, stewardship, credibility, integrity, inclusion, and collaboration in work with older adults and their families
Health	Demonstrate vision, stewardship, credibility, integrity, inclusion, and collaboration in work in health settings
Management and	Demonstrate vision, stewardship, credibility, integrity,

Planning	inclusion, and collaboration in work with communities, groups, and organizations
Education Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments	
Child and Family	Continuously assess the purpose, function, and effectiveness of institutional and organizational arrangements focused on meeting the needs of children and families
Community Mental Health	Continuously assess the purpose, function, and effectiveness of institutional and organizational arrangements focused on meeting the needs of persons with mental illness and psychosocial disabilities
Gerontology	Continuously assess the purpose, function, and effectiveness of institutional and organizational arrangements focused on meeting the needs of older adults, their families, and their communities
Health	Continuously assess the purpose, function, and effectiveness of institutional and organizational arrangements focused on meeting the needs of those with illness, chronic conditions, and/or disabilities
Management and Planning	Continuously assess the purpose, function, and effectiveness of institutional and organizational arrangements focused on meeting client or client system needs in work with communities, groups, and organizations
Educational Policy 2.1.4—Engage diversity and difference in practice	
Child and Family	Use inclusive strategies that carefully consider the context of individuals, families, groups, organizations, and or communities; Challenge common assumptions, solicit ideas, and gain inspiration from clients and other relevant stakeholders in work with children and families
Community Mental Health	Use inclusive strategies that carefully consider the context of individuals, families, groups, organizations, and/or communities; Challenge common assumptions, solicit ideas, and gain inspiration from clients and other relevant stakeholders in work with community mental health organizations
Gerontology	Use inclusive strategies that carefully consider the context of individuals, families, groups, organizations, and or communities; Challenge common assumptions, solicit ideas, and gain inspiration from elderly clients and other relevant stakeholders

Health	<p>Use inclusive strategies that carefully consider the context of individuals, families, groups, organizations, and or communities;</p> <p>Challenge common assumptions, solicit ideas, and gain inspiration from clients and other relevant stakeholders in health settings</p>
Management and Planning	<p>Use inclusive strategies that carefully consider the context of individuals, families, groups, organizations, and or communities;</p> <p>Challenge common assumptions, solicit ideas, and gain inspiration from clients and other relevant stakeholders</p>
Educational Policy 2.1.5—Advance human rights and social and economic justice	
Child and Family	Facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities related to children and families
Community Mental Health	Facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities related to community mental health
Gerontology	Facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities experienced by older adults and their families
Health	Facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities related to health
Management and Planning	Facilitate team and coalition-building and other collaborative strategies for promoting system change designed to reduce social and economic inequities
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research	
Child and Family	Use strategies that reduce gaps between science and social work practice including the translation of research findings into social work practice and policy with children and families
Community Mental Health	Use strategies that reduce gaps between science and social work practice including the translation of research findings into social work practice and policy in community mental health
Gerontology	Use strategies that reduce gaps between science and social work practice including the translation of research findings

	into social work practice and policy with older adults and their families
Health	Use strategies that reduce gaps between science and social work practice including the translation of research findings into social work practice and policy in health settings
Management and Planning	Use strategies that reduce gaps between science and social work practice including the translation of research findings into social work practice and policy
Education Policy 2.1.7—Apply knowledge of human behavior and the social environment	
Child and Family	Identify and utilize the best available knowledge from multiple disciplines to improve the quality of child and family serving systems and enhance the quality of child and family life across diverse social contexts and the life span
Community Mental Health	Identify and utilize the best available knowledge from multiple disciplines to improve community mental health and enhance the quality of mental health functioning across the life span
Gerontology	Identify and utilize the best available knowledge from multiple disciplines germane to older adults and their families to improve social systems and enhance the quality of life across diverse social contexts and the life span
Health	Identify and utilize the best available knowledge from multiple disciplines to improve the quality of health systems and enhance the quality of life across diverse social contexts and the life span
Management and Planning	Identify and utilize the best available knowledge from multiple disciplines to improve social systems and contexts across diverse the life span
Education Policy 2.1.8—Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services	
Child and Family	Assess and respond to the political, resource, and technology environments that shape policy practice with children and families to effectively advocate for social and economic justice
Community Mental Health	Assess and respond to the political, resource, and technology environments that shape policy practice in community mental health to effectively advocate for social and economic justice
Gerontology	Assess and respond to the political, resource, and technology environments that shape policy practice with older adults and their families to effectively advocate for social and economic justice

Health	Assess and respond to the political, resource, and technology environments that shape policy practice in health to effectively advocate for socioeconomic justice
Management and Planning	Assess and respond to the political, resource, and technology environments that shape policy practice to effectively advocate for social and economic justice
Education Policy 2.1.9—Respond to contexts that shape practice	
Child and Family	Demonstrate understanding of (a) how social systems influence each other and (b) effects of systems interactions on policies, programs, practices on children and families from organizational, community, and societal perspectives
Community Mental Health	Demonstrate understanding of (a) how social systems influence each other and (b) effects of systems interactions on policies, programs, practices on community mental health from organizational, community, and societal perspectives
Gerontology	Demonstrate understanding of (a) how social systems influence each other and (b) effects of systems interactions on policies, programs, practices on older adults and their families from organizational, community, and societal perspectives
Health	Demonstrate understanding of (a) how social systems influence each other and (b) effects of systems interactions on policies, programs, practices on health from organizational, community, and societal perspectives
Management and Planning	Demonstrate understanding of (a) how social systems influence each other and (b) effects of systems interactions on policies, programs, practices, and clients from organizational, community, and societal perspectives
2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	
Child and Family	Demonstrate high-quality evidence-informed assessment, intervention, and evaluation skills to address and monitor complex systems related to client or community needs in the child and family field of practice
Community Mental Health	Demonstrate high-quality evidence-informed assessment, intervention, and evaluation skills to address and monitor complex systems related to client or community needs in community mental health practice
Gerontology	Demonstrate high-quality evidence-informed assessment, intervention, and evaluation skills to address and monitor complex systems related to client or community needs in aging services
Health	Demonstrate high-quality evidence-informed assessment, intervention, and evaluation skills to address and monitor complex systems related to client or community needs in a

	diverse array of health care settings
Management and Planning	Demonstrate high-quality evidence-informed assessment, intervention, and evaluation skills to address and monitor complex systems related to client or community needs in different field of practice (e.g. child/family, community mental health, gerontology, health)

Because of their centrality, these competencies should be continuously reviewed and reflected upon throughout the second year field practicum and in individual, group, and field section meetings.

Successful completion of advanced field practicum is determined by completion of the minimum hours (720), attendance at required field section meetings, *and* demonstration of meeting or exceeding foundation and advanced competencies.

3-Selection Criteria for Field Agencies and Field Instructors

Selection and Approval of Field Agencies

To fulfill the School's mission of developing future leaders who challenge conventional wisdom, utilize the strongest available evidence, advance social justice, and respond to the changing needs of communities, we seek to initiate and maintain relationships with the best available agency learning environments. Fortunately, the San Francisco Bay Area is richly endowed with public and private social service and community agencies, collectively reflecting a spectrum of health and welfare service organizations and diverse communities. This diversity makes it possible for the School to select field education settings that provide learning experiences consistent with the mission of social work, the mission of our School, related accreditation guidelines, and in addition, with the goals and learning needs of our MSW students.

Criteria for agency approval are as follows:

1. The agency must be committed to offering ongoing, educationally sound training which fits well with the professional frame of reference of social work;
2. A minimum of one hour per week of formal on-site field instruction is expected, as well as regular on-site administrative supervision;
3. A substantial part of the agency's clientele --and the bulk of student assignments --must represent vulnerable, at risk, and/or diverse populations;
4. The services offered must be relevant to, effective with, and responsive to these populations;
5. The funding auspices of the agency should be largely public; if the agency is a private non-profit, it should receive substantial funding from, and have referral relationships with, key governmental structures;
6. The agency must be a member in good standing of appropriate regulating and professional bodies and must offer services grounded in the Code of Ethics of the National Association of Social Workers;
7. A Field Instructor meeting the School's requirements must be provided;

8. The agency must allocate time released from other duties for field instructors to work with students and to attend professional development activities offered by the School;
9. The agency must provide a safe workspace and other necessary supports (such as clerical assistance and reimbursement for placement-related expenses) and schedule field placement in accordance with the school's academic and field calendar;
10. The agency must be willing to work with a diverse range of students, to agree not to engage in intentional or unintentional discriminatory practices, and to work with the university and school to offer reasonable accommodations to eligible students;
11. The agency must have appropriate safety and risk reduction policies in place, and must proactively orient students to and uphold these policies;
12. The agency must be willing and able to provide a range of learning opportunities across the intervention cycle (engagement, assessment, intervention, and evaluation) and across the levels of social ecology (individuals, families, groups, organizations, and communities) so that students may practice and meet generalist and/or advanced competencies;
13. The agency must be able to provide the student with observationally-based, structured feedback on formative and summative bases related to identified competencies;
14. The agency must be willing to collaborate extensively with assigned field faculty, to communicate needs and concerns to respond to communication in a timely, professional manner; and
15. The agency must ensure that required forms are completed and returned in accordance with school guidelines and deadlines including but not limited to competency-based learning agreements and evaluations of students.

The School seeks to develop and maintain ongoing relationships with the highest quality agencies and field instructors in our region. To that end, we initiate communication with agencies of interest, respond to requests, and clearly post information and application materials on the school's website.

During a preliminary discussion between an agency representative and member of our field faculty, an initial assessment is made of the fit between the agency's needs and those of this field education program. If the agency appears able to meet the above-described criteria, they submit a formal application and typically receive a personal visit. During this visit, field faculty collect, confirm, and

provide information to evaluate if a working partnership would be mutually beneficial. Following this visit, the field faculty presents his or her recommendations to other members of the field faculty with final approval resting with the Director of Field Education.

Selection and Approval of Field Instructors

The following selection criteria are used to evaluate and approve field instructors:

1. Holds a Master's degree from an accredited school of social work;
2. Possesses no less than two years of postgraduate work experience in the area in which s/he is instructing. An exception to this may be made for an experienced worker who has acquired a Master's degree after significant prior experience, and may, therefore, be ready to supervise immediately following completion of his/her professional training;
3. Has been employed by the agency for a period of 12 months or more and/or is fully oriented to and successful in the agency environment at his or her assigned tasks;
4. Demonstrates an ongoing commitment to professional social work education;
5. Possesses knowledge of the agency, its policies and procedures, and its relation to the community;
6. Demonstrates commitment to participate in annual trainings and other field events and to work with the field faculty throughout the field education process;
7. Demonstrates knowledge of and commitment to professional conduct and ethics; and
8. Dedicates no less than one hour per week -- and often more than that -- to help the student develop identified professional competencies.

In some situations, an approved field agency does not have a member of their staff who meets the above criteria (particularly, holding an MSW from a CSWE-accredited program) but is otherwise believed to be able to offer an excellent learning experience for MSW students. First, we consider whether the agency is able to hire a qualified consultant or enlist a qualified volunteer who meets the above criteria, and when possible, we help them identify and engage qualified persons. In this scenario, we designate an on-site field instructor who orients the student, assigns tasks, reviews task completion, and provides feedback to the student and an off-site field instructor who provides additional consultation,

reinforcing the social work perspective on all learning assignments and experiences. Typically, in this arrangement, the off-site field instructor provides no less than individual consultation for one hour or group consultation for two hours at a frequency of every two weeks. Both the on-site and off-site field instructors collaboratively complete field documents and participate in training, site visits, and monitoring conducted by the field faculty.

On a limited basis, our field faculty are also able to serve as off-site field instructors for select students where no other qualified individual can be enlisted and we believe the placement otherwise substantially meets the student's career goals.

Field Placement in an Employing Agency

Students are permitted to be placed in an agency where they are or have been employed for one of their two placement years and only under certain circumstances usually related to the agency being able to provide substantial new learning related to identified competencies.

If a student would like to complete one of their two field placements in a setting where they are employed or have been employed, they must petition their assigned field faculty member in writing indicating: 1) why they believe such an arrangement would educationally be comparable to or better than placement in a new environment; 2) the proposed tasks and unit assignment that are different from the student's current or former employment-based responsibilities and/or unit; 3) what specific new competencies they believe would be obtained; and 4) the qualifications and contact information of the identified field instructor who must be a different person from their past or current employment-based supervisor and program manager. After reviewing the written proposal, we generally sit down to discuss it with the student so as to make certain they understand the educational costs and benefits of this arrangement vis-à-vis other available field placement opportunities. We often ask students to interview for other types of field placements concurrently so that they have fully considered the comparable educational benefits.

Before approving the request, we always confer with the intended agency-based field instructor and program manager to ensure that all educational requirements can be met throughout the intended duration. We offer strategies to protect the students learning and to separate out educational goals from their employer-based needs. Specifically, we discuss "time walls" between their educational time and their employment time so that there will be an accurate accounting of each and a separate reporting and evaluation relationship for each. Finally, we enlist their commitment to continue the student's educational internship for the entire length of the intended duration even if employment should cease for whatever reason. With these processes and protections in place, it has been our experience that employment-based field placements can be viable and advantageous.

If we become aware that field learning tasks are not distinct from regular work assignments as agreed and that field instruction and employment-based supervision are being comingled, we reserve the right to terminate the placement and to ask the student to complete an educational placement of full length in a different setting.

Updating Our Online Data Base

We maintain an interactive, online data base, the Internship Placement Tracking system (IPT) that lists all approved field placement agencies and provides detailed information about the agency including all contact information and persons, the type of student the placement is approved for (first and/or second year, different concentration areas), applicable stipends, placement clearance and transportation requirements, and a detailed description of the agency, program, and placement. Although Field Consultants help to create the initial template, it is the responsibility of the designated agency contact person to review and edit the information so it is accurate, complete, and provides key information to students looking for field placement. Field Consultants can often offer suggestions on how to frame internships to appeal to student interests and learning needs and how to highlight the kinds of skills students will learn and the kinds of educational supports they will be provided. All approved agencies must update their online listing with us at least annually by no later than January 15th and must advise their assigned Field Consultant immediately if they are no longer able to offer the number or type of placements expected or if clearance or other requirements change.

Regular Evaluation of Placement Agencies, Field Instructors, and the Field Education Program

Agencies where students are placed are also reviewed annually to determine if they have been able to or appear able to continue to meet the school's criteria. Available data reviewed include the student's formal and informal feedback, review of the key documents submitted (learning agreement, first semester progress review, and final evaluation), and observations during in-person site visits and phone consultations with the agency and/or field instructor. Students are also required to submit to the School an end-of-year placement evaluation where they provide confidential feedback on their agency experience which is used for purposes of quality assurance and improvement.

Field consultants are responsible for supporting all parties involved in each field placement, ensuring that student's educational needs are well met, that the placement is mutually beneficial to both agency and student, and that student competencies develop in all identified areas. Although most placements go relatively smoothly and end well, that is not always the case.

When field faculty review a placement that did not go well, field faculty may determine that problems that may have occurred were primarily related to student behavior, primarily related to the agency learning environment and/or

field instructor, and/or were primarily related to a poor fit between the student, agency learning environment, and/or field instructors. Field consultants provide feedback to agencies and field instructors about their strengths and, when appropriate, also make recommendations about how to improve student learning or optimize educational matches in the future. We try to do so in an honest, balanced fashion and to respect student privacy while also surfacing factors we have observed that require discussion and review. We also depend upon agencies to give us feedback about how we could improve in our role as Field Consultants. In particular, if a student has not been deemed a sufficient match, we can often learn about particular qualities, experiences, or factors that are needed to ensure success in the particular agency environment.

When an agency is unable to meet the specified approval criteria or to provide a qualified field instructor or, for whatever reason, we are unable to establish an effective working relationship, we may discontinue the relationship for a period of time and re-evaluate the goodness of fit in the future.

Every effort is made to engage in this review process collaboratively, respectfully, and candidly and with the idea that every participant can learn and grow from conflicts. Differences of opinions, values, and/or style are not uncommon, are to be expected, and often need to be openly addressed in a respectful, collaborative manner in order for each party to achieve greater clarity and to be more successful in his or her role. We are all dedicated to lifelong learning!

We send an online survey to all field instructors at the end of academic year requesting their candid feedback about various aspects of our field education program and the effectiveness of their assigned Field Consultant. Field instructors are encouraged to provide feedback to us throughout the year so that we may improve our field education program.

4-Procedures Related to Matching and Interviewing Students

Our nearly 200 MSW students provide over 105,000 professional service hours to the Bay Area annually. It is our highest priority to support all parties involved in field education so as to optimize student educational attainment while also providing beneficial services to clients or communities served by public and nonprofit agencies. Toward that end, these policies describe the assessment process for student eligibility for field education, the processes through which interviews are assigned, interviewing guidelines and desired feedback, and how matches are confirmed and finalized by the School.

Student Eligibility for Field Placement

We understand that students are learners and are pursuing graduate education to learn. When learning in a community setting and serving vulnerable populations, MSW students must, however, demonstrate the ability to learn essential tasks in a sufficiently safe, ethical, and productive manner to be eligible for field placement. This eligibility determination is primarily made by the student's assigned Field Consultant during an interactive process where specific criteria are applied. Agency interview feedback may also be considered. Because you, our community partners, use public resources and serve vulnerable populations and groups, we must balance the student's right to learn with your agency's need to operate in a safe, efficient manner.

The assigned Field Consultant assesses eligibility for placement initially and throughout the student's educational career. If the Field Consultant is reasonably satisfied that the student is eligible for placement, he or she will approve and arrange interviews with approved field agencies or placement opportunities accordingly depending upon whether the student is a foundation (first year) or advanced (second year) student.

How Placement Interview Assignments are Made

Incoming first year students are comprehensively assessed by their assigned Field Consultant including a review of their original admissions materials, their submission of preplacement questionnaires and an updated resume, and an extensive interview to determine their strengths, their interests, their future goals, and their professional learning needs. On the basis of that comprehensive assessment, first year students are generally guided to interview at one field placement agency that is determined to be the best available fit. That determination is made by the assigned Field Consultant with input from the student after confirming all available placements for that particular academic year. This match, however, must always be confirmed by both student and field agency through an arranged interview which provides a second level of review.

While second year students are provided with individual and group advising about available placements, they are also granted access to our online data base that contains a list of all placements approved for their concentration area. As long as the placement is approved for their area and has an anticipated opening for the next academic cycle, student interviews are determined by their rank-ordered preference. We generally assign students at least two and sometimes three or more interviews based on their rank order and agency capacity. After completing all interviews, students re-rank their preferences, and as long as they are accepted, they are generally confirmed to the placement they most prefer.

In summary, first year students are very much guided to their first year placement by their assigned field faculty member. By contrast, second year students are given much more range of choice. Interviews are determined largely by their ranking and preferences which can vary greatly from student-to-student and year-to-year. Consequently, student interview assignments are subject to the varying needs and preferences of students as well as the overall pool of available field agencies, and we are unable to guarantee any placement agency that we will be able to forward candidates. If you would like suggestions about how factors within your control that may make your agency more appealing to students, your assigned Field Consultant can often provide you with helpful guidance. We make efforts to provide candid feedback to placement sites if no students are selected or forwarded for interview.

Interviewing Guidelines

To ensure fairness to all parties, the School requests that field agencies update all information on our online data base, the Internship Placement Tracking (IPT) system, no later than January 15th to be eligible for second year students and no later than April 15th to be eligible for first year students. Should your capacities or internship structures change, please immediately notify your assigned Field Consultant so we may plan with and guide our students accordingly.

Because our processes tend to identify the most qualified and/or motivated student for your setting, we respectfully request that you offer an in-person interview to all student candidates forwarded to you from our program. We further request that you respond to their communication in a timely manner, set up an interview time before the expected deadline, provide them with a thorough and ethical interview process, and provide the School with timely and specific feedback about each candidate.

When arranging interviews with student candidates, please make sure to provide clear directions about the time, date, and location of the interview including parking or transportation directions when possible. If your office is unmarked or located within a larger institution, please be as descriptive as possible. It can also be helpful to provide the student in advance with a sense of how long the interview process will take, who is likely to be present, the format, and any preparation you recommend. We also understand that part of the interview process is to see how students respond to unpredictable variables.

At the beginning of the interview, please provide a brief overview of the placement, the types of assignments that will be given, the types of skills that would be learned, and the types of instruction and support available. In addition, please be explicit if your internship start and end dates (including orientation and training) and days or hours of service are different from the School's, if the student is required to have a car, if you provide a stipend or mileage reimbursement, if you allow student research, and/or if you provide free parking or other benefits to the student. If you require extensive background or health clearances, please also remind the student of those requirements upfront.

We suggest that you interview students thoroughly. In addition to learning social work, students are also learning how to present themselves professionally in a wide array of settings. Your assessment of their candidacy and "goodness of fit" for your learning environment may ensure a more optimal match. Please remember, however, that these are graduate students looking for an educational internship, not applicants for employment. Please keep their role as learners in mind and adjust your standards accordingly.

Please do not ask students "out of bounds" questions that would be considered illegal in an employment interview or unethical according to our professional code. These include asking questions about the student's age, ethnicity, sexual orientation, gender identity, marital status, religion, health status, and/or other private information about their identity. Every year, a few of our students have been asked about their race, age, sexual orientation, and/or ability status while on school-approved placement interviews. When this occurs, students are required to notify their assigned Field Consultant and we are required to intercede directly with you about our concern.

We ask that you make every effort to reserve the last 10 minutes of the interview for the student to ask questions so they can assess more of what they might learn if they interned with you. They may also want to explore specific scheduling needs or whether or not a research project in your setting is possible. If students have any factors that could impact their ability to be placed with you, including but not limited to past criminal convictions, we require them to discuss this with you candidly at the end of the interview.

If you require references for placement, we encourage you to communicate that directly to the student. We generally prefer that you obtain references by telephone over requiring the student to collect letters of reference. Field faculty can sometimes provide you with their impression of the student's learning strengths and needs as well. In general, however, we try not to bias a placement agency for or against any of our student candidates so that they can be objectively evaluated and assessed. On occasion, if we know or suspect a student may have difficulties in a certain area, we may ask that you further assess that area when you are considering the student's candidacy for placement.

Commonly Asked Interview Questions

1. Tell me about yourself and why you are interested in this placement.
2. What brought you to the social work profession? Why do you want to be a social worker?
3. Describe a few important skills you would bring to this placement and give examples of how you have successfully used these skills in the past.
4. What are you hoping to learn in your second year placement?
5. In what type of environment do you work best?
6. What qualities are necessary for successful teamwork?
7. Tell me about a project you have initiated. What prompted you to begin it and what was your process of putting it in motion?
8. What have you learned from some of your failures?
9. What are your strengths and weaknesses?
10. What are you looking for from a Field Instructor?
11. Describe an example of past conflict and how you handled it.
12. Describe a case or project you have worked on and what you learned from it.
13. What have your personal experiences been with (death, trauma, sickness etc.)? How do you think you'll cope with witnessing our clients' situations?
14. Describe a time when your cultural assumptions were challenged and how you handled this.
15. At the end of this placement, what skills and knowledge would you like to have?
16. Where do you hope to be working in 3-5 years?

Determination of Acceptability

After completing your interview process including meeting all other eligible candidates, we ask you to arrive at a determination and to communicate that directly to the School by the requested deadline. It is our policy that you initially communicate the student's status to the assigned Field Faculty member and not directly to the student. Primarily, this is to ensure fairness to all parties and for us to be able to receive detailed feedback from you on all forwarded students so that we may further assess their professional preparation and presentation of self.

In general, the School will need the agency to make one of the following determinations when they provide their feedback to the assigned Field Consultant:

1. **Unacceptable:** student is not perceived as being able to succeed in placement at this time;
2. **Acceptable but not competitive:** student was perceived as generally acceptable but other candidates were perceived as being a better fit for the available placement or placements and are preferred;

- 3. Accepted:** student was perceived as acceptable and, given the pool of candidates considered, was competitive, and has been accepted for placement.

Your honest, professional appraisal of each candidate sent is needed. The School will need detailed, behaviorally-based feedback on what led you to one of the before-mentioned determinations. This feedback is utilized to finalize admissibility to field education, to help the student improve his or her capacities, competencies, and/or professional presentation of self, and to evaluate the school's preparatory curriculum. If we have a markedly different impression of a student, we will discuss that with you to try to determine the basis for our differing assessments, and to identify how to best help advance the student's professional competencies. We are likely to share your corrective feedback with students, and we will also encourage students to contact you directly to receive feedback about how they could improve their professional preparation and/or presentation of self. We ask you to be candid and diplomatic, and we expect students to be mature and appropriate when making such inquiries and hearing your feedback. Please inform us if they are not.

If a student has repeated difficulty being found acceptable and/or competitive for field placement, this may impact their eligibility for field education and/or degree completion. Although unpleasant, gatekeeping is one of the functions of field education and one of the ways we both protect future agencies, clients and communities, and help individuals find a career for which they are most suited. We ask for your candid professional judgment in helping us to assess our student candidates so that we may benefit from multiple points of view.

Confirmation and Finalization of Placements

All placements must be finalized through the assigned Field Consultant and are usually communicated through an email to all parties. In general, first year students are assigned to the agency where they interviewed as long as the interview confirmed the viability of the match. In general, second year students are assigned to the agency that they ranked the highest as long as they were accepted and there is capacity to accommodate them. As much as possible, it is our experience that when agencies enthusiastically choose students and students enthusiastically choose agencies, all parties are more committed to the field practicum.

We may, however, give certain students priority for certain placements if the student has primary caregiving responsibilities for a child, dependent adult, or elder, if the student has approved disability accommodations, and/or when other personal or family circumstances may necessitate school intervention. In the instance when we have a supply of placements in any one area that does not meet student demand, the School also reserves the right to assign placements as long as the student has been interviewed and accepted by the field agency.

If the School or assigned Field Faculty member is aware of performance concerns or factors that may impact the student's ability to succeed in the intended placement, this will be discussed directly and diplomatically at the time of finalization to ensure that the field placement is ready, willing, and able to provide the appropriate field education experience but without biasing the placement against the student.

After confirmation of placement, field instructors must begin to prepare for the student's arrival by advising them what the preplacement health, legal background, and/or other orientation requirements are. Students are responsible for providing all documentation in a timely manner. Should a field instructor for whatever reason be unable to fulfill his or her intended obligation to a future student, we require him or her to immediately contact and advise the school so the student's education will not be disrupted.

5-Accommodating Students With Disabilities

Students with disabilities enrich the social work classroom, field agencies, and profession, often sharing considerable life experience that builds empathy and awareness and improves service delivery to clients with disabilities. We are committed to and experienced at arranging field placements for students with disabilities.

Generally, if reasonable accommodations are needed, we will ask students to undergo a formal evaluation with the campus Disabled Students Program (DSP). If approved, the Disabled Students Program can provide recommendations, material resources, adaptive equipment, and other supports to qualified students at the expense of the University, not the field agency.

Students are never required to disclose personal health information to school faculty or staff and may limit the conversation to their accommodation needs. Similarly, when school faculty interacts with DSP and/or agency staff, the conversation shall be limited to the accommodation needs so as to protect the student's privacy. Failure to share private health information does not indicate lack of confidence in the student's ability to succeed but rather only indicates our commitment to student privacy.

We will not generally refer students for agency interviews if they clearly do not possess the essential capacities or cannot be reasonably accommodated. In circumstances where this may be less clear, we forward the student for interview so that this may be further assessed and so that they may pursue access to a wide range of educational settings.

After interview and the field agency's communication that a student was deemed acceptable, the Field Consultant will generally disclose to the agency when reasonable accommodations may be needed. Together, we will explore the potential accommodations and negotiate their feasibility and implementation for the agency. In most cases, accommodations will be paid for by the University, and if it involves equipment, will need to be returned to the university at the end of the placement. We enjoy helping agencies expand their accessibility. As previously mentioned, we cannot discuss the student's diagnosis or private health information even if we know or suspect it, only the accommodation.

Although reasonable accommodations may be applied and learning conditions modified, total service time and competency-related standards of performance remain the same for all students irrespective of ability status.

Available Accommodations

We have successfully worked with field agencies to accommodate MSW students with disabilities in some of the following ways:

- 1) Reducing the number of hours of their shift from 8 hours down to 4-6;
- 2) Reducing the number of shifts per week from 3 (for second year students) down to a minimum of 2;
- 3) Allowing the student to begin the placement sooner or to extend it later (if acceptable to the agency) so that total day/hour completion standards may be met;
- 4) Increasing the number of allowed absences to 2 per month (maximum) and/or tardy arrives to 2 per month (maximum);
- 5) Allowing the students to take more frequent, brief breaks if needed;
- 6) Selecting a field placement near their home to reduce travel burden;
- 7) Selecting a field placement organization and/or field instructor particularly competent at implementing the student's accommodation needs;
- 8) Facilitating the use of adaptive technology or equipment;
- 9) Allowing students to begin and end their placements earlier or later in the day than normal so that they can complete the number of required hours in a consistent schedule that supports their learning and protects their health;
- 10) Allowing students to begin or complete placements during winter, spring, and summer breaks;
- 11) Allowing students to pursue concurrent academic courses on a reduced basis or in a different sequence;
- 12) Approving students to complete all field education hours in one agency;
- 13) Requesting student be allowed a nontraditional work space or to use adaptive technology or equipment, when available;
- 14) Other accommodations not incompatible with the fundamental purposes of the clinical program, that do not compromise academic standards, and that do not pose a significant health, safety and/or privacy risks to the field placement organization and its clients.

Approved accommodations are normally maintained for the duration of the field placement but may be modified as needs and demands change so long as they continue to meet the criteria of reasonable.

In the instance that the university, school, and/or agency cannot provide a student with reasonable accommodations for a particular setting, extensive efforts will be made to identify an available alternative where reasonable

accommodations may be applied. In the instance that the need for accommodation exceeds the limit of what is considered reasonable and/or no available placement appears to exist after a prudent search, the student will be directly advised of this and counseled as to their future educational options.

So as to maximize their education and protect their health, students with disabilities are encouraged to talk directly with their Field Instructor and agency in advance and throughout, particularly as their needs and capacities change. Since they will eventually negotiate their rights and needs directly with employers, this can be an exceptional learning opportunity for students to develop awareness of both their rights and needs and how to communicate and negotiate those professionally. If you would like assistance on how to talk with a prospective intern or intern about accommodations, please consult your assigned Field Consultant.

In the instance that an agency or field instructor are unwilling to implement reasonable accommodations or appear to be intentionally or unintentionally discriminating against students with disabilities, the School may discontinue its relationship with that agency on the basis of principle.

6-Policies Related to Student Safety and Client and Agency Privacy

Agency Risk Reduction Guidelines

Berkeley Social Welfare focuses on preparing social workers to serve disadvantaged clients through the publicly supported human services. The School recognizes that these settings can be under enormous financial pressure and often respond to clients in serious crisis. In this context, social workers experience a variety of risky and threatening situations as a routine occupational hazard.

The School recognizes that students in training cannot be completely insulated from the realities of professional life, nor should they be, if field education is to continue to be a real life learning situation. On the other hand, students frequently lack experience, judgment, and skills that help seasoned practitioners to assess danger, take appropriate precautions, and remain safe. We recognize the School's responsibility to provide classroom content on issues of safety and to prepare students with knowledge to handle potentially dangerous situations. However, we would be remiss were we not to require that a serious effort also be made to reduce risk in field settings.

The following guidelines outline risk reduction policies and procedures that agencies should have in place. Modification of these guidelines for particular students and in special circumstances may be made only with the explicit approval of the assigned Field Consultant and should be noted in the student's learning agreement.

Agency Safety Policy

A field agency should have a policy and/or procedures on safety covering at least the following matters, and should provide students with a copy of these as part of the orientation process in addition to appropriate training about their implementation:

- Building and office security;
- Emergency procedures, including when and how to summon security or police assistance and in the event of natural disaster, evacuation routes and procedures;
- Staff responsibilities and procedures governing the management of violent clients or other individuals;

- Safety on home community visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided; and
- Procedures for ensuring that the Field Instructor and/or other staff know (or can easily ascertain) the student location during field practicum hours.

Home Visits

Thorough preparation should be made for student home community visits with consideration given to the following elements:

- Selection of clients and home environments that are not presumed to be dangerous to the student;
- Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged normally safe;
- Discussion of the neighborhood including any potentially dangerous areas;
- Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home;
- Clarification of the purpose and development of a specific plan for the visit;
- Discussion of what to do should the client or anyone else present a threat to the student;
- Opportunity for the student to observe home visits before conducting them and/or to be partnered with another member of the agency; and
- Provision of appropriate support and backup. Depending on the situation and the student's experience with home visits, this may range from accompaniment by another worker or security person, to immediate availability of telephone consultation. At minimum, the student's Field Instructor should know when and where a visit is to take place, and arrange for telephone consultation.

Prohibited Student Activities

Students in field education placements may not be assigned the following activities:

- Physical restraint of clients;
- Transportation of a client in the student's private car;
- Transportation of a client with a recent history of violent behavior;
- Treatment of a client with a history of violence toward staff;
- Work in the agency at times when and/or in areas where other staff, are not present;
- Distribution or handling of medications;
- Clinical responsibility for a client at high risk for suicide without reviewing if the student possesses the requisite time, skills, knowledge, and supports to manage the client;
- Clinical responsibility for other high risk clients without review; and

- Other activities that go beyond the scope of social work practice or the capacity of an MSW intern or may place the intern or client at risk for harm

Criminal Background Checks, Health Screenings, and Related Disclosures

The School of Social Welfare provides all MSW students with professional liability insurance which protects them legally if an act and/or omission occurs at field placement that inadvertently leads to harm. The School requires that students comply with professional liability insurance requirements. Therefore, students are required to disclose to the School any criminal convictions or other background circumstances that might compromise their ability to be insured, accepted for placement, or eventually employed and/or licensed as a social worker. Failure to disclose relevant circumstances at the time of admission or subsequently can lead to students being dismissed.

In the instance that the student does have a criminal history, however remote, we require that disclosure also occur to the field placement site. Typically, we ask the student disclose at the time of their placement interview, and we confirm that the disclosure has happened before finalizing the placement.

In addition to disclosure, many agencies are also legally mandated to perform their own or recent criminal background checks and fingerprinting on prospective employees and interns. Students are responsible for obtaining any required checks and for all associated costs.

Some field placement sites require additional health screening. Tuberculosis screening and proof of immunization for measles, mumps, rubella, varicella, tetanus, diphtheria, pertussis, hepatitis, and/or influenza are also common requirements. Some placements also require a general physical examination and/or respiratory capacity screening, and some placements require a urine toxicology screen. As most placement sites expect students to pass health screens at their own expense, we suggest that students take advantage of any current health coverage prior to admission, or utilize University Health Services (Tang Center).

We ask field agencies to be respectful of student time, expense, and privacy as is possible for their practice context.

Agencies with extensive clearance requirements must disclose them in advance to the Field Consultants, describe them on the online data base, and remind students again at the beginning of a placement interview so that students who do not wish to undergo such screening may have the opportunity select other available placements.

Confidentiality of Client Information

NASW Code of Ethics requirements regarding confidentiality of client information extend to the use of confidential information from field education in

classes, seminars and in student assignments. Students may not divulge client, collateral or collegial information, disguising all names, demographic information and any case details that might identify a client or co-worker.

Client files and records should never be removed from the agency for any purpose.

Students should only review records of clients they are actively engaged with or are assigned to review for learning purposes.

Students should not use agency data, even if de-identified, for classroom assignments or public consumption without the explicit permission of the agency.

Use of Social Media and Technology

While at field practicum, students must refrain from checking their personal phones and devices for emails, phone calls, and text messages that are personal in nature and from conducting personal internet browsing from agency computers. Use of social media including text messaging, tweets, and Facebook-type postings should never reference information or events related to field placement. Work-related electronic documents that may be confidential in nature should not be downloaded or saved onto personal or home laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional and to protect the safety and privacy of the client and agency.

Distressed Students in Field Placement

On occasion, a student may manifest signs of distress while in field practicum due to personal, health, and/or mental health problems either they or their family is experiencing. Any indication that a student may have difficulty in safely and effectively practicing social work in a field setting must be directly addressed and further assessed. Concerns may be detected by agency managers, field instructors, colleagues, or even client. When concerns arise, we advise direct and immediate discussion with the student and immediate consultation with the assigned Field Faculty member. Our objective in addressing such situations is to preserve student choice and confidentiality to the greatest extent possible, to offer the student referral to help, to make accommodations in the field where appropriate and possible, and also to assure that agency clients and services are not adversely affected by student distress. At times when it is not safe or productive for the student to remain in the field agency until she or he has recovered, the field instructor or Field Faculty member may suspend the placement until such time as the student has the demonstrated capacities to return to the role of learner in an agency setting.

Depending upon the student's circumstance and the degree to which his or her essential capacities for field placement are affected, arrangements may be made

such as taking a temporary leave from field placement, requesting a reduction of hours or restriction of duties temporarily, continuing on with more applied supports, and/or other arrangements that balance protecting the student's health, his/her education, and his/her duties to the clients and agency. If a student is unable to agree with these arrangements, Field Faculty reserve the right to suspend placements but will always establish a deadline by which re-evaluation will occur and such re-evaluation will always occur no later than three months from the date of suspension.

Students experiencing prolonged distress for any reason may remain ineligible for field placement and may be encouraged to consider withdrawing from the program and reapplying at a later time. The student's personal and family health must be his or her first priority and practicing social work when this is not the case often leads to adverse outcomes.

Debriefing Critical Incidents

It is not unusual for students in field placement to directly witness, hear about, or be party to a critical incident including a patient death, an incident of violence, involuntary hospitalization, the arrest of a client, or other incidents that could be considered traumatic or highly distressing. Reactions to these incidents can vary widely, and students can be much more sensitive to adverse events than experienced social workers. We encourage all Field Instructors to proactively inquire about student reactions to adverse events in the placement agency. We further encourage students to debrief incidents with their assigned Field Consultant. If a student would like to debrief an incident in field seminar, the Field Consultant should be consulted in advance to determine how to help the group receive the information and offer support.

Required Reporting to Berkeley Social Welfare

Agencies are required to immediately report any incidents involving student safety, client safety, or privacy violations to the appropriate Field Consultant. If the Field Consultant is not available, the report should be made to the Director of Field Education via the Field Assistant at 510-642-1306.

7-The Field Instructor and the Field Instruction Process

Field Instructor Roles and Responsibilities

The relationship between student and Field Instructor is central to the field instruction process. Field Instructors must support and yet challenge, guide and yet allow students to find their own way, share accepted practice wisdom and yet approach current practice critically, and teach yet also be willing to learn with and from students. In these ways Field Instructors model the characteristics and relational processes of the sort of practitioners they hope their students will become.

The specific roles that Field Instructors are expected to perform include the following:

I. Help students integrate classroom/conceptual and field/practical learning:

- (a) Understand and support the goals of field education, i.e., the application, refinement and integration of social work values, knowledge and skills through thoughtfully examined social work practice experience;
- (b) Understand and apply key concepts of experiential teaching and learning (learning by doing and reflecting) in enacting the Field Instructor role;
- (c) View students as adult learners, encouraging mutual learning, open discussion of professional issues, exploration of differences and constructive problem solving;
- (d) Be familiar with and support the School's curriculum and educational mission of service to poor and oppressed clients through the publicly-supported social services;
- (e) Use placement selection interviews to help the agency and potential students make sound educational decisions about placement; and
- (f) Identify learning tasks in the placement that will permit students to achieve the skill objectives of the foundation and advanced curricula.

II. Create and Maintain the Learning Environment

- (a) Seek and make use of opportunities for student learning throughout the agency and in the community;

- (b) Ensure that the agency is prepared to meet students' resource and support needs;
- (c) Orient other agency personnel including managers, clerical staff, colleagues and secondary supervisors to their roles in the field instruction process; and
- (d) Be mindful of safety issues and work as an advocate, teacher and advisor to reduce the risks of harm to students within the agency and surrounding community.

III. Orient, Engagement, Assess, and Create an Educational Plan

- (a) Provide students with a comprehensive orientation to the formal and informal structures of the agency in its professional and community context;
- (b) Conduct an educational assessment with students to mutually determine students' strengths, learning needs and appropriate tasks for the Learning Agreement; and
- (c) Recognize and respond constructively to adjustment issues of new interns.

IV. Teach Practice Competencies

- (a) Emphasize students' process of achieving learning objectives in structured weekly field instruction meetings;
- (b) Address students' personal, emotional/psychological issues that affect practice, in a manner consistent with the Field Instructor's education role;
- (c) Select learning tasks with a level of challenge appropriate to a given student's ability and readiness;
- (d) Sequence learning tasks to progressively increase students' autonomy, responsibility, and competence;
- (e) Provide opportunities for students to directly observe skilled social workers performing professional tasks;
- (f) Use a variety of instructional techniques based on an assessment of the students learning needs and style including direct observation, audio and videotaping, role playing, and co-practice (working together with clients or on administrative projects);
- (g) Model and teach skills of agency-based and community-based practice such as addressing policy problems and working with community groups;
- (h) Critically and constructively explore with students issues of diversity and discrimination in social work and social welfare, including race, religion, ethnicity, class, gender, sexuality, disability and age;
- (i) Model and teach culturally-competent social work practice;

- (j) Ensure that students work with diverse groups of clients, colleagues and/or community members, and help students to explore their approach and response to diverse “others”; and
- (k) Help students to identify and resolve ethical and legal practice questions employing the NASW Code of Ethics and other pertinent ethical and legal frameworks.

V. Evaluate Student Performance

- (a) Evaluate the student using multiple modalities in addition to student self-report; additional modalities include directly observing the student perform duties or tasks (required), reviewing reports or documentation, collecting feedback from colleagues who have worked with or directly observed the student, and/or collecting feedback from clients and/or agency partners;
- (b) Provide students ongoing constructive feedback, both positive and negative, using clear behavioral examples;
- (c) Assist students in realistically and fully evaluating their own work;
- (d) Work constructively with students to address performance deficits;
- (e) Collaborate with the School to enhance student learning and solve problems that might arise in the placement;
- (f) Use the formal process and the identified competencies to reinforce appropriate professional standards; and
- (g) Submit timely, thorough, and behaviorally based written appraisals of students that accurately identify strengths and achievements and point toward the next level of expected competency development.

VI. Model Professional Behavior and Commitment

- (a) Support the application of research skills to the development of effective social work practice;
- (b) Use and encourage students to make use of the professional literature;
- (c) Model active interest in social and professional issues; and
- (d) Model professional and ethical decision-making processes, coping strategies, and behaviors in response to complex clinical and organizational factors.

Field Instructor Ethics

The National Association of Social Workers (NASW) Code of Ethics identifies four ethical responsibilities of Field Instructors. Section 3.02 of the Code states:

- a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available to the profession.
- b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are provided by students.
- d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries."

Field Instructors also need to be aware that the assignment of student grades depends on the field faculty receiving required learning agreements and evaluations on time. Please follow the due dates indicated in the field calendar and alert your Field Consultant if there is to be a delay. Field Instructors who have not provided adequate or timely completion of learning agreements and evaluations may jeopardize their good standing.

All Field Instructors are required to complete an annual workshop, orienting them to the role of field instruction and helping them advance their proficiency as a field instructor. If circumstances prevent completion of the training, the Field Consultant may waive the requirement. After each year of service, Field Instructors may receive individualized feedback on their performance from their assigned Field Consultant.

Assignment of field instructors by agency training coordinators is made in discussion with field consultants who must ensure that proposed field instructors meet the above requirements and, if they have served previously as a field instructor, have been able to perform the task in an effective and ethical manner.

The Field Instructor as Gatekeeper

Field Instructors share with the School the vital role of gatekeeper for the profession. Field Instructors seek to support students as they develop social work knowledge, values and skills. They help students to overcome personal and environmental obstacles to satisfactory progress in their professional development. Though infrequent, there are also occasions when a Field

Instructor may conclude that a student is not able to provide competent, ethical service to clients, organizations, and/or diverse communities.

It is natural that social workers who are often empathic helpers are reluctant to make such a judgment, and of course, negative evaluations should never be given lightly. Field Instructors hold a very special responsibility, however, to the profession and to the future clients of their students to maintain high professional standards. The field faculty and the School stand ready to work closely with Field Instructors to identify and appropriately address deficits in student performance.

Field Instructors' Time

We are grateful for the commitment that Field Instructors make to the future of the profession by training MSW students. It is a substantial commitment and we want to give you an idea of the time involved. These estimates are based on information provided by a group of Field Instructors regarding amounts of actual time spent in basic field instruction activities for one student for 30 weeks.

Estimated Field Instructor's Time by Semester	
Fall Semester: 60 hours	
Attending Field Instructor training	4 hours
Pre-planning for student's arrival	4 hours
Preparing/coordinating orientation activities	6 hours
Developing the learning contract	4 hours
Conducting mid-term student evaluation	3 hours
Coordinating/attending site visits by school liaison	1.5 hours
Scheduled weekly instruction/supervision sessions (60 minutes/week)	15 hours
Unscheduled instruction supervision (60 minutes/week)	15 hours
Reviewing student's documentation	7.5 hours
Spring Semester: 46 hours	
Attending Field Instructor training	4 hours
Conducting end-of-term student evaluation	3 hours
Coordinating/attending site visits by school liaison	1.5 hours
Scheduled weekly instruction/supervision session (60 minutes/week)	15 hours
Unscheduled instruction supervision (60 minutes/week)	15 hours
Reviewing student's documentation	7.5 hours

The Field Instruction Process

The stages of the field instruction process are described below, along with some suggestions for successfully executing each stage:

Stage One: Preparation for your Student

Careful planning and preparation before students arrive play an essential part in making this important transition as smooth as possible for them as well as for the agency. Students always feel awkward on their first days in their field agencies, and appreciate when arrangements are made for them in advance.

Below is a checklist of arrangements that have been used by other Training Coordinators and Field Instructors; feel free to add your own items and modify the list to suit the circumstances of your agency.

Before the student arrives:

- Inform staff of student's arrival date, and include the student's name, school, area of study, Field Instructor, and other relevant information
- Arrange for mail box, name on staff board, parking space, name tag/ID badge, email accounts etc.
- Give the student's telephone extension to the agency receptionist, and arrange for their name to appear on agency directories
- Identify the student's desk space, computer and telephone; work out coordination details with co-workers sharing space or equipment with the student
- Schedule introductory interviews with other staff
- Have agency telephone list, organizational chart, mission statement, and policy and procedure manuals etc. ready on first day for the student to review
- Arrange for any special agency requirements such as fingerprinting, medical testing, regulatory paperwork, etc.
- Contact the student to confirm start date and time, and suggest any other requirements that the student should complete before arriving
- _____
- _____

Stage Two: Engagement and Orientation

The engagement and orientation phase of placement is perhaps the most critical because it sets the stage for the rest of the placement. Careful thought and preparation is required to ensure that the student becomes familiar with the agency as a whole and the placement in particular in a relatively short time.

Abbreviating the orientation phase or assuming that the student will pick up information along the way is one of the most common causes of problems later in the placement. Time and effort put into a systematic orientation in the first three or four weeks of placement will provide the student with the solid foundation and confidence needed to perform assignments successfully.

Here is a checklist of “getting settled” activities for the student’s first day or two:

- Introduce the student to staff
- Take student on tour of the agency
- Show the student his/her work space and how to use equipment and technology
- Identify clerical/support staff and explain their roles(s)
- Give student an organizational chart, agency manual(s), and other pertinent documentation
- Meet with personnel department, if necessary, to complete required forms
- Provide ID badge/name tag
- Explain protocols regarding risk reduction and worker safety
- Explain procedures regarding parking, meals and break times, dress codes, mileage reimbursement, etc.
- Explain agency hours and schedule expectations
- Explain procedures for signing in and out of agency, notification, re: absences
- Review schedule of meetings for first weeks
- Establish weekly meeting time for field instruction hour
- Discuss scheduling informational interviews with agency staff

Generally, the student will not assume primary responsibility for clients or projects until the three or four week orientation is complete. Three or four weeks is the average amount of time expected for first year students to complete the orientation, although it may take somewhat longer

if the agency system is very large and complex. During this time, the student and Field Instructor are also developing the Learning Agreement.

During the orientation phase, it is expected that the student will spend a considerable amount of time reviewing records, manuals, charts, etc. as well as observing and interviewing staff. Another effective orientation activity is visiting affiliated agencies/programs/services. The Field Instructor should assist the student in identifying other appropriate staff and agencies and in arranging these site visits. Other important components of an effective orientation include presenting clear expectations regarding start and end of time, absences, space, workload, the nature and scheduling of supervision, and how the student is to introduce him/herself. It is the School's requirement that students should introduce and present themselves as students or interns in order to be clear with clients and staff about their role in the agency.

The following list gives basic elements of the student's orientation to any placement. It can be used as an inventory; feel free to add additional items which are relevant to the specific field placement at your agency:

1. Mission of the agency/program/service;
2. Client populations served;
3. Organizational structure of the agency, program, or service and related roles;
4. Funding sources of the agency, program, or service;
5. Information management and evaluation systems;
6. Policies and procedures of the program/service including:
 - (a) risk reduction/staff safety guidelines
 - (b) confidentiality of client records; informed consent
 - (c) required documentation and record keeping
 - (d) reporting suspected abuse
 - (e) responding to clients who pose a danger to themselves or others, and
 - (f) all other high risk situations that may be encountered in the agency's context.
7. Relationship of the agency/program/service to outside community structures or organizations including how referrals are made to/from these other agencies
8. Role(s) of the social worker in the program/service.
9. Role(s) of other professionals in the program/service

Stage Three: Assessment

The next set of tasks in field instruction involves an assessment of the student's learning needs, abilities, and relevant personal characteristics. Educational assessment includes what the student already thinks he or she can do, what he or she can actually do, and what he or she needs to be able to do to succeed in your context, to reach his or her professional goals, and to become an increasingly competent MSW-level practitioner. Self-assessment tools, direct observations of students, and reflective conversations can often be very useful ways to gather

assessment data. Assessment also involves assessing and recognizing the student's style of learning, including their preferences for structure or ambiguity, abilities to be autonomous versus need for guidance, and their preferred modality of learning (visual, auditory, kinesthetic, abstract, concrete etc.).

Other important characteristics involve the student's susceptibility to unhelpful types of identifications with clients. Opportunities abound for identification in all fields of practice and, indeed, without such identification much of the helping motive would be lacking. If, for example, the frequency of child abuse among social work students is consistent with that reported for the general population, we can expect that a substantial number of students working with abused children and their families have themselves been victims of abuse. If the student has not worked through these experiences, they can affect the ability of the student to form effective working alliances with clients and/or stakeholders and colleagues.

Additionally, students may be under the impression that a "good" social worker never has strong personal reactions, and certainly never negative reactions, to clients. Students are occasionally upset when they experience strong reactions related to personal issues that they believed they "worked through" on their own or in therapy. It is helpful to indicate that "working through" an issue enough to achieve personal comfort is different than being comfortable with the issue as a practitioner helping others.

How can we assess the student's vulnerabilities without becoming overly intrusive? One strategy is for the Field Instructor to simply point out the possibilities for identification and counter-transference in the particular practice context. The Field Instructor might mention some of her or his own relevant experiences, and invite the student to bring up any such reactions or concerns at that time or as they occur. This sort of statement provides an invitation to share rather than a demand for premature self-revelation.

In assessment of skills, it is important to keep in mind that students may, out of anxiety, present themselves as if they have learned nothing from courses, prior practice, or even being alive. Conversely, students may, in an effort to avoid the learner role, present themselves as if they already know everything. Second year students will vary greatly in what they have mastered in the first year, regardless of what may have been planned for them.

Stage Four: Planning

Upon completing the assessment, Field Instructor must, with active student participation, select experiences that can move the student forward in professional development. What level of challenge should be presented to this student, considering his/her prior placement and other experiences? How should the tasks be phased through the placement year? Should the student start with a

new client or one who has completed intake and is ready to begin treatment? Is the student ready to take sole responsibility for a program development task or would participation in a team be more realistic, or, even perhaps, more challenging for this student?

Planning a Learning Agreement requires that the Field Instructor develop a picture of how the student will grow toward autonomy. Thought needs to be given to the progressive build-up of assignments so that the student isn't suddenly inundated or bored through long periods of inactivity. What will the student do if cases are slow in coming, or if there are slack periods between meetings of a task group? How much is too much for this student, though s/he would willingly take on five more cases?

Student learning is generally facilitated when learning activities are organized in a sequential fashion that provides the student with a gradual, incremental introduction to expected role performance. This approach also provides the Field Instructor with opportunities to observe and assess the student's skill, understanding, and progress, thereby providing a basis for on-going discussion and the assignment of tasks, which are appropriate to the student's level and readiness. This sequencing of learning activities typically includes:

1. Several opportunities to observe other staff performing a variety of tasks, with debriefing;
2. Several opportunities to co-perform these tasks with staff, with debriefing and/or practice charting and/or process recording;
3. Opportunities to perform these tasks independently, being directly observed, given behaviorally-based feedback on their interactions; then reviewing related documentation or reporting.

Students who have identified particular types of cases, populations, or problems that represent areas of emotional vulnerability may wish to avoid such situations or may seek to plunge into those areas to overcome their problems. Either extreme can be counter-productive. The Field Instructor should help the student to be realistic about the consequences of such avoidance. Can they really be avoided in the long run? How much is the student limiting him/herself? What specific aspects of this type of situation are particularly problematic? Are there aspects of the work that would be less threatening as a place to start? With avoidant students it is probably best to think about gradual and limited exposure in the area of sensitivity beginning with assignments that involve the least intensity. Once the student achieves comfort with this level, s/he may move on to the next logical level of exposure.

The sort of exploration entailed in this type of planning requires that the Field Instructor have a clear sense of the boundaries of the educational role. Generally, the instructor may help the student to identify personal issues, but should avoid

probing into their origin and broader personal significance, and/or to point out to a student the value of dealing with the issue in another context such as in personal counseling.

Modeling is a potent tool in behavior change. It is important that students be given an opportunity to see social work done by effective professionals and, to analyze the work afterward. There is no better orientation to any task than seeing it well performed. A creative Field Instructor can take advantage of the totality of the agency program and enrich students' experiences by providing them with opportunities to work with and learn from other practitioners in the setting.

Stage Five: Implementation

In this stage, the plan is implemented and the Field Instructor has a dual responsibility to guide the student's learning and to evaluate her/his progress.

The weekly instructional hour is the most critical method. These meetings should be scheduled in a quiet location free from intrusions, and at a regular time and place whenever possible, so that the student and Field Instructor can plan for them. Early in the internship, the student and Field Instructor should discuss the format of the meetings, who is responsible for developing the agenda, what types of agenda items are appropriate for these meetings, whether the agenda should be developed ahead of time, etc. While some time is likely to be needed to discuss administrative details of the student's caseload (i.e. "supervision"), most of the hour should consist of helping the student to recognize and reflect on what s/he is learning, including any barriers to the learning process (i.e. "instruction"). In general, this involves a balance between providing didactic information and asking questions which require the student to reflect on his/her learning. A sample agenda might look like this:

1. Review or develop the agenda with student (1 minute)
2. Have the student summarize their work since the last meeting (5 minutes)
3. Have the student present their main questions for discussion, and/or discuss observations or recordings (40 minutes)
4. Set the student's goals, activities, and plans for the upcoming week (5 minutes)
5. Discuss administrative details (i.e. upcoming meetings, review student's documentation) (3 minutes)
6. Confirm date/time/location of next meeting (1 minute)

The following questions may be helpful in assisting the student to recognize and integrate his/her learning:

- What were your feelings related to the (client/family member/staff, interaction, etc.)? How did these feelings affect your work?

- What particular skill(s) did you think you used in that situation? What other skill(s) do you think would be helpful in the same situation next time? Why?
- What additional knowledge/information would have been useful? Why?
- What was your (action/comment/decision) based on? (i.e. theory, intuition, etc.)
- What would you do differently or the same way next time? Why?
- What progress do you think you're making in acquiring skill and knowledge in _____? (advocacy, assessment, supportive counseling, team practice, family work, etc.)? What would help you to refine your knowledge and skill in this area?
- What personal attitudes, values and/or biases did you recognize in yourself during the work? How did these affect your work?

Use of a variety of instructional tools is effective in helping students focus on their learning. We now require students to be observed at least two times during their placement by their field instructor and to be given observation-based, structured feedback.

Material from student reports, either written or oral, is of course subject to selective recall. We require all field instructors to periodically conduct **direct observation** of their students performing social work tasks so as to guide accurate assessment, targeted instruction, and behaviorally specific evaluation. The Field Instructor will need to prepare the student by discussing and arranging the observation in advance, carefully considering how to maximize the student's comfort being observed, and perhaps allowing the student to observe him or her and give related feedback first.

Audio or video taping are also excellent instructional tools. Initially, the student should select the segments of a tape that s/he wishes to discuss. These should include some interventions of which s/he is particularly proud as well as critical incidents, moments of confusion, and occasions of strong emotional reaction to the client or situation. The Field Instructor may eventually begin to suggest types of segments to discuss that reflect the student's current learning needs and difficulties.

Process recording is an important tool through which we can help students to examine their practice. A structure that asks the student to record actual events and subjective reactions will allow the student and Field Instructor to discuss ways in which student and client behavior is influenced by the student's reactions, attributions, and judgments. While process recording is often associated with direct practice training, it is no less important or appropriate for

management and planning situations, including key group meetings and individual contacts in which interpersonal skills can directly affect the achievement of goals.

Preparatory field instruction can be as important as the usual debriefing. **Role playing** can be helpful in skill development as well as enhancing empathy with clients and colleagues. As Field Instructors and students become comfortable with role playing, it can become a flexible tool for the preparation and de-briefing in a variety of practice situations.

Group field instruction can be an extremely effective adjunct to individual meetings. Students in groups may share anxiety and excitement and may support each other in ways that an agency Field Instructor cannot. Group field instruction can offer opportunities for case consultation, role-playing and mutual aid among students. Some agencies alternate individual and group supervision meetings.

Stage Six: Evaluation

Through the use of the tools discussed above, feedback and evaluation should be less difficult and more accurate. While formal evaluation needs to occur at regularly scheduled intervals, feedback should be on-going. Also, it is a good idea to discuss the evaluation process, standards, and instruments early in the placement, and to review that discussion at least one week before the actual evaluation is done. It is almost never a good idea to surprise a student with negative feedback or unanticipated criteria in the course of a formal appraisal.

After the Progress Review is completed, the Field Instructor and student should review the Learning Agreement and consider whether any changes in tasks should be made. Final evaluations can also be followed by discussion of learning goals and possible learning strategies that the student can carry into the next year's placement or into his/her first job.

Field performance is generally the best gauge of a student's capacity for professional social work. From time to time, Field Instructors face the unpleasant duty of recommending an unsatisfactory grade for a student who is unable to demonstrate an ability to function in a competent, ethical manner. It goes without saying that such a step should not be taken lightly, and that clear, specific documentation is vital. Any concern about unsatisfactory student performance should be discussed with the Field Consultant as early as possible so that a fair and explicit process of evaluation can be followed. Guidelines for dealing with marginal or unsatisfactory student performance are detailed in later sections.

Stage Seven: Termination

Several weeks in advance, students should be helped to plan for termination with clients, administrative projects, agency staff, and/or community partners with whom they may have worked. This could take the form of written or oral reminders that the student will be leaving, as well as written work summaries and plans for transitioning clients or projects to other workers. The end of field instruction is also the beginning of a collegial relationship that can last a lifetime, and careful attention to the kind of relationship the student might like to have in the future, if any, is encouraged.

The chief reward of field instruction often comes in the experience of generatively watching the careers of one's former students flower. Termination in field instruction, as in any social work process, is a time of taking stock and reviewing what has been learned. It is also the time that Field Instructors might seek additional feedback from students in order to perfect their own skills.

Developing Field Instruction Skills

The School of Social Welfare acknowledges its responsibility to prepare agency practitioners for the field instruction role. Field instruction methods draw on fundamental interpersonal helping skills that are within the repertoire of most Master's level practitioners (engagement, assessment, planning, evaluation, etc.). Even though skill and experience with general supervision are assets, the *educational* role of the Field Instructor is distinctive and may not be familiar to all potential Field Instructors, regardless of prior supervisory experience.

In the process of approving field placements, Field Consultants will meet with potential Field Instructors to assess their preparation and their needs. The Field Consultant will also offer basic role orientation and on-going support and guidance in the role as it is requested or required.

The School and the field faculty greatly value the contributions made to the program by Field Instructors and other agency personnel. Indeed the character of social work education depends on the willingness of current practitioners to make such contributions to the future. While the School can offer few tangible rewards (including library privileges, participation in School programs, and access to research findings relevant to practice), we believe in reciprocity and mutual benefit from field education partnerships. Please feel free to call upon field faculty and the field education office if we can assist your agency or program. Community service is a particularly strong and explicit commitment of the University of California and the Berkeley Social Welfare

8-Developing Competency-Based Learning Agreements

Balancing Flexibility and Structure

While we prepare all students with basic knowledge about the field of social work, about social work values and perspectives, and with basic skills to approach learning and related tasks, we also recognize that in the real world of agency-based practice, chance often creates uncharted opportunities to learn and render planned tasks unfeasible. Professional social workers need to be able to adapt quickly to changing contexts and demands while upholding the core values, knowledge, and approaches of the profession.

Instead of imposing a rigid framework, the field program offers several tools designed to facilitate an organized, yet flexible, field experience for students and to respect the organicity of the real world classroom. These tools include the Learning Agreement process, a set of minimum competencies defining expected performance outcomes, and a set of field learning task guidelines.

The Learning Agreement is a written understanding between the student, the Field Instructor and the Field Consultant about the nature and content of the student's field experience. This written understanding provides a focus for mutual planning in the development of the placement and serves as a reference point for ongoing evaluation of the student's acquisition of expected competencies. The agreement is also a basis for the resolution of any disagreement that might later arise among the various parties involved.

The Learning Agreement Process

The Learning Agreement outlines the full range of field activities for the entire placement. These learning activities are developed jointly by the student and the Field Instructor, and should involve work with or on behalf of disadvantaged and culturally diverse clients. Structured Learning Agreement forms for foundation and advanced standing students are provided on the school's website.

Typically, several general types of assignments are developed each year. These assignments are selected by the Field Instructor in discussion with the student and should take into account the student's interests and readiness, the skills the student needs to acquire as well as the available activities in the agency. Discussions about these assignments should begin as soon as the student starts placement since the normal time line for completion of the Learning Agreement

is one month. You may check the Field Education Calendar on the School's web site for exact dates.

Each of the general assignments should be broken down into learning activities which specify how the general assignment is to be carried out. Each of these activities should then be related to one or more of the identified competencies. This is done by indicating in parentheses which competency or competencies will be addressed by particular activities. All of the competencies should be addressed each year, although specific learning activities will differ for first and second year students. Learning activities for first year students should reflect learning/performance at a beginning and foundation level, whereas second year activities should approach performance levels appropriate for an entry-level practitioner in a specific area or method of practice. In addition, learning activities for the second year address the advanced competencies for each program concentration.

The agency may also require the student to perform additional tasks which are viewed as necessary for competent, ethical service, even if these tasks are not directly related to the competencies outlined. These additional tasks should be discussed with the student and Field Consultant, and explicitly noted on the last page of the Learning Agreement to clarify expectations and prevent potential misunderstandings. The last page of the Learning Agreement also outlines what the agency agrees to provide during the placement.

The intention is for the students to be assigned work that explicitly prepares them for MSW level work. Therefore, we ask field agencies to refrain from assigning students overly clerical duties, duties at which they already excel, or duties that are more commensurate with a paraprofessional. Similarly, we also request field agencies to refrain from assigning those duties that are well beyond their expected skill or competency level. Thoughtfully assigning duties located somewhere in this educational middle space is essential. Note: we understand that most MSWs do a portion of clerical work but we respectfully request that students not be given clerical tasks beyond those related to projects or clients they are actively working on so as to protect their educational time and advance their competencies.

In addition to the process outlined above, each of the three parties involved in the placement -- student, Field Instructor, and Field Consultant -- have additional responsibilities. The Field Instructor has lead responsibility for overseeing the development of the Learning Agreement. This means providing guidance throughout the process including initiating discussion about the agreement, selecting appropriate assignments with the student's input, and making sure that the document is completed in a timely manner. The student is responsible for producing the document including preparation of drafts for discussion and turning in a final draft of the document to the School on time. The Field

Consultant is responsible for meeting with the student and Field Instructor to review the agreement and approve it when it is finalized.

Learning agreement forms can be downloaded from the School's website. Please note that there are several learning agreement forms depending on whether the student is a first or second year student and for second year students by concentration area.

Social Work Practice Competencies for Field Education

The School has established a set of 12 practice competencies based upon the Educational Policies and Accreditation Standards of the Council on Social Work and interpreted for our context. These competencies guide task assignment, field instruction, formative and final evaluation throughout field education.

Occasionally, it may be difficult to address one or two of the competencies in a given placement due to the nature of the placement, the setting, or the clientele. Efforts should be made, however, to provide the student with opportunities to address all competencies through special arrangements with other agencies and/or through the School.

The 12 identified field education competences are as follows:

1. **Engagement with Individual, Families, Groups, Organizations, and/or Communities:** Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients, stakeholders, and/or community partners to participate in clinical services and/or administrative projects.
2. **Consultation, Coordination, and Collaboration:** Obtains information from a variety of collaterals, stakeholders, and/or other sources and integrates into a coordinated service and/or project plan.
3. **Assessment of Individuals, Families, Groups, Organizations, and/or Communities:** Collects, analyzes, and applies relevant information to promote the effective delivery of clinical services and/or the effective execution of administrative and planning projects.
4. **Intervention Planning:** Develops clinical and/or administrative project goals that include input from clients, multiple stakeholders, and/or information sources. Identifies specific, measurable, and achievable goals and integrates the best available evidence and/or knowledge.
5. **Implementation and Evaluation:** Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced, and responsive manner. Modifies activities, pacing, methods,

and/or goals so as to increase the likelihood of reaching the intended outcome(s).

6. **Systemic Intervention:** Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, and/or community contexts that shape the delivery of social work services.
7. **Evaluation of Systemic Efforts and/or Interventions:** Collects, analyzes, and applies data on the effectiveness of program, system, and/or community-wide efforts so as to shape the overall delivery of social work services.
8. **Planning for Completion or Transition:** Facilitates endings and transitions to clinical and/or administrative projects in a timely, smooth, and thoughtful manner so as to promote continuity of care and/or project success.
9. **Written and Verbal Communication Skills:** Communicates orally and in writing in an organized, complete, and timely manner. Delivers communication in an effective manner given its purpose and context.
10. **Professional Ethics:** Recognizes ethical conflicts, applies the applicable social work ethical codes, and arrives at principled decisions.
11. **Professional Conduct:** Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the School of Social Welfare, field agency, and professional codes.
12. **Professional Growth and Development:** Initiates and takes responsibility for learning. Invites, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development and life-long learning.

First year students are assessed on a behaviorally anchored scale specific to generalist practice. Second year students are assessed on a behaviorally anchored scale designed to reflect specific knowledge and skills identified by their concentration or advanced practice area (Child and Family, Community Mental Health, Gerontology, Health, or Management and Planning).

Field Education Task Guidelines

The following guidelines are intended to provide students and Field Instructors with a general sequence for developing and implementing learning activities related to the list of twelve identified competencies. Specific learning tasks will, of

course, vary with the particular setting, the field of practice, and the student's prior level of experience and skill.

Foundation (First Year) Students

The student should spend the first 3 to 4 weeks becoming thoroughly oriented to the agency and to the specific placement, including its structure and function, its mission, policies and procedures, organizational culture, funding sources, and its socio-political affiliations. As part of this process, the student should also become familiar with the roles of the social workers within the agency, as well as with the roles of other staff. The student should have opportunities to meet with staff, visit other units and affiliated agencies, observe professional service delivery directly or through review of case materials and/or staff case conferences, and/or review agency policies, grant proposals and contracts, and/or prior evaluation findings.

During this orientation period, the student in conjunction with the Field Instructor should prepare a Learning Agreement which is based on the outlined list of minimum competencies. By early November, the student should begin significant work with at least one client system and/or one administrative project and should regularly attend staff meetings and other appropriate staff functions.

By mid-January, the student should be spending eight to ten hours per week engaging in direct practice and/or management and planning related projects. Students should be assigned primarily disadvantaged clients representing diverse backgrounds or characteristics in cultures, races and ethnic heritage and/or related projects.

A maximum of four hours per week may be spent on supportive learning activities, i.e., individual and group supervision, case conferences, and in-service seminars. The student should continue to regularly attend appropriate staff meetings and activities. The student should also actively participate in the field instruction process, including preparing agendas for field instruction meetings, identifying performance issues, giving/receiving/making use of feedback. Each student should make at least one formal case or oral presentation and write at least one complete case record or agency report.

Advanced (Second Year) Students

Direct Practice Concentrations: Students should again begin the placement with an orientation to the agency covering much of the same content and similar activities as in the first year. It is expected that this will be completed more rapidly. The student will then concurrently prepare a Learning Agreement in conjunction with the Field Instructor in the first four weeks of placement.

Second year students should spend approximately sixteen to twenty hours per week in direct work with, or on behalf of, clients. The student's assignments should include individuals, groups, and family systems primarily involving

disadvantaged clients who come from diverse backgrounds or characteristics, at least some from cultural backgrounds differing from that of the student. Students should continue to address all outlined competencies, especially direct practice intervention skills and specialized treatment skills.

A maximum of five hours per week may be spent on supportive learning activities, e.g., individual and group supervision, case conferences, in-service seminars. The student should keep some form of written process notes and make several case presentations. The student should actively participate in the field instruction process and attend appropriate staff meetings and functions.

Direct service students may spend up to five hours per week in the second year on administrative or planning assignments if they so desire and if the placement setting is willing/able to accommodate their request.

Management and Planning Students: MAP students will again begin the placement with an orientation to the agency covering much of the same content and similar activities as in the first year. It is expected, however, that this will be completed more rapidly.

In the second year, it is expected that the student will have at least one project or assignment for which s/he has primary responsibility. In addition, the student should be involved in a breadth of activities which will enable the student to cover all of the MAP competencies.

It is recommended that second year MAP student assignments cover all three of the following areas:

- A. At least one of the following activities related to policy or program:
 1. Program or policy evaluation;
 2. Program or policy planning;
 3. A project that includes program or policy planning or evaluation (such as a marketing campaign, strategic plan development, etc.); and/or
 4. A similar program related to program or policy.
- B. At least one of the following activities related to resources:
 1. Resource development and/or grant writing;
 2. Resource allocation and/or program monitoring;
 3. Financial or information systems design or redesign; and/or
 4. A similar project related to resources.
- C. At least one of the following activities related to interpersonal communication:
 1. Public speaking, lobbying and advocacy;
 2. Managing personnel and/or interpersonal conflict;
 3. Staffing a volunteer program;
 4. Facilitating focus groups with agency and/or community representatives;
 5. Staffing a committee or task force; and/or

6. A similar activity related to interpersonal communication.

MAP students may wish to have some direct practice experience. This is permissible during the second year, for no more than five hours per week. However, availability of such opportunities is at the discretion of the agency and must be approved by the agency and the student's Field Consultant.

The Rights and Needs of Bilingual-Bicultural and Interns from Underrepresented Groups

(Adapted by Peter Manoleas from Maria E. Zuniga, San Diego State University School of Social Work with additional adaptation by Greg Merrill)

The following is a list of considerations and guidelines for bilingual and/or bicultural student interns from populations who may be simultaneously under-represented in our profession but overrepresented in the clients of social work:

- They should have diverse caseloads so they can learn from different cultural/racial groups
- The training needs of these students must be addressed as the first priority
- It is critical to recognize that the needs of most monolingual/immigrant clients are more complex and will therefore more time to establish relationships and craft interventions. Typical characteristics can include:
 - Immigration concerns
 - Acculturation stress
 - Structural poverty and economic (housing, food) insecurity
 - Lack of referral access to the systems of care if not documented
 - The need to help immigrant clients navigate the bureaucratic nature of health and social services in the United States

Given the added complexity and demands, field instructors must assign cases thoughtfully and conservatively so as to avoid exploiting student interns.

The field instructor has the responsibility to teach how to address the cultural context. Students should know be expected to know this automatically because they may come from a similar cultural background as the clients. If the field instructor cannot provide this more complex type of supervision, they need to have a bilingual/bicultural consultant who can provide additional insights to help support the student's development.

MSW students should not be asked to translate documents or sessions for other providers unless it is part of a justifiable, student-centered learning goal.

The School of Social Welfare recognizes the special demands on these interns and ensures they are not overburdened and have access to the same quality of educational attention as their non-bilingual/non-bicultural counterparts.

9-Attendance Policies and Time Requirements

General Service Time Expectations

Unless otherwise arranged, first year MSW students are expected to be at internship for two, eight-hour business days, not including lunch or other break periods, on Wednesday and Thursday. Placement on other days and times is usually not possible due to foundation academic requirements. First year placements usually begin the third week of September and end the last week of April. Students must complete no less than 50 days or 400 hours.

Unless otherwise arranged, second year MSW students are expected to be at internship for three eight-hour business days, not including lunch or other break periods, typically on Wednesday, Thursday, and Friday. Because second year students are eligible for a variety of electives, they may be able to alter their field schedule as long as this is advantageous to their field placement and as long as they are able to complete academic requirements and recommended or preferred electives. Since academic schedules vary by semester, a modified field schedule may not be possible for both semesters. Second year placements usually begin the first week of September and end the last week of April. Second year students are excused from placement for the equivalent of one eight-hour day to attend mandatory field section meetings with their Field Consultant and do not need to make up this time. Students must communicate this in advance to their Field Instructor and make appropriate coverage arrangements. Second year MSW students must complete no less than 90 days or 720 hours.

Allowable Absences, Notification Policy, and Coverage Arrangements

Students are allowed four (4) absences due to illness or personal emergency per academic year that do not need to be made-up. We also ask that flexible scheduling be permitted during the last few weeks of each semester (for final examinations and assignments) and during interview periods for the second year placement process (occurring for first year students, mostly in March). As mentioned above, second year students are also excused for the equivalent of one eight-hour day to attend mandatory field section meetings with their Field Consultant and do not need to make up this time.

If a student must be absent from placement due to illness or some other emergency reason, the student must call the agency to make sure that his/her duties are covered before his or her scheduled shift begins. Email communication or communication after the beginning of the shift is not considered sufficient. Compelling reasons do not include social conflicts, the student's failure to plan to complete one's routine academic work appropriately, or other work or personal obligations that are not related to illness or emergency.

Students who observe religious holidays or practices that conflict with their field placement schedule are encouraged to identify those dates and/or times at the beginning of placement and to discuss proactively with their Field Instructor and Field Consultant.

Student commitment to field education generally supersedes other obligations they may hold including graduate student researcher or instructor positions, fellowship programs, and part-time employment. Students with approved disability accommodations, enrolled in concurrent or dual degree programs, with significant parenting or caregiving responsibilities, or unusual personal circumstances may, however, request and be formally approved for schedule modifications.

During field education break periods (three weeks from mid-December to early January, one week in late March), students are expected to arrange for continuity of coverage for their cases and administrative projects. They are not, however, generally expected to be present or to respond to clients or collaborators. Students are also not responsible for clients or administrative projects at days and times when they are not scheduled to be in field placement. Appropriate coverage must be provided or arranged by the Field Instructor or another identified agency staff member.

Time Commitments, Record Keeping, and Related Communication

Students and Field Instructors are expected to keep accurate time records of the student's service time as well as of field instruction time and to report them honestly to the Field Consultant on evaluation forms and during site visits. Students are expected to attend placement regularly, and field instructors are expected to provide them with no less than one hour dedicated instruction time per week in addition to appropriate administrative time.

The Field Instructor should immediately discuss any significant problems with regard to attendance or punctuality with the student directly and notify the student's Field Consultant. Regular attendance and punctuality are considered essential capacities for eligibility for field education and are also included in the competency-based evaluation forms. Deficient performance in related to attendance and punctuality will affect eligibility for field education and satisfactory grades.

If the Field Consultant has reason to believe that field instruction is not occurring regularly, meeting the minimum requirements of a one hour per week, this will be addressed directly and privately with the Field Instructor. Because of the centrality of the educational supervision time to field instruction, we insist that Field Instructors keep their time commitments to the assigned student.

Even if students experience severe, unexpected health or life events, we cannot exempt them from the total time requirements needed in field education to be eligible for degree conferral.

Modified Beginning and End Dates for Placement

Agencies may request that students be available prior to the beginning of or after the ending of the academic year when this is necessary for purposes of effective orientation completion of field related clinical and administrative assignments. This additional requirement should be made clear to the Field Consultant and student in advance of the placement interview. The school and university only provide educational services and related benefits and assurances for the academic semesters and or year that govern the placement; relationships before and after these periods are entered into voluntarily by student and agency and are not subject to university evaluation, protection, or benefits.

10-Competency-Based Evaluation and Grading in Field Placement

Although evaluation of progress in field education should be ongoing, formal evaluation occurs twice each year at semester's end in a (1) First Semester Progress Review, and (2) Final Evaluation. In addition, site visits and consultations during which assigned Field Consultants discuss progress with the student and/or the field instructor also serve an evaluation function. All evaluation forms can be downloaded from or accessed through the school's website. Please note that there are different forms for first year students and for second year students by concentration area.

The evaluations are designed to facilitate a discussion between the student, the Field Instructor, and the Field Consultant on the student's progress toward identified competencies. The Learning Agreement and target competencies both guide the evaluation of student performance. Many Field Instructors find it valuable to ask students to review these documents and prepare a self-evaluation to discuss. Interactive discussion between the Field Instructor and student should always precede the Field Instructor completing the written evaluation. Normally, we recommend the Field Instructor consider the student's self-evaluation, refer back to the learning agreement and identified competencies, consider his/her direct observations of the student, other relevant sources of evaluative input, and then finalize his/her written comments for the student. It is also recommended that this evaluation be discussed at a face-to-face meeting. The student may opt to write responsive comments, and the final document should be submitted to the Field Consultant in a timely manner.

Students view detailed, complete, and specific evaluations as being exceptionally important to their growth and development. Although they appreciate globally positive evaluations, they are still unclear about what specific behaviors they should continue or adjust. We suggest that at least three solid hours be devoted to preparing each written evaluation, identifying global strengths and needs and specific, supporting examples and evidence. The assigned Field Consultant can be very helpful at talking through potential concerns and developing framing language that will couch the field instructor's observations in a way that the student is likely to respond to. On some occasions, we also review and comment on preliminary drafts.

First Semester Progress Review

Near the end of the first semester, the Field Instructor collaborates with the student to submit a First Semester Progress Review that is due on or around December 5th. It will also ask the Field Instructor and student to give preliminary

competency ratings in specific areas on a 3-point, behaviorally anchored scale (improvement desired, competent, mastery) and to assign a global rating on a 5-point scale to the nearest .50 increment. An example is provided below:

Professional Conduct:

Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the School of Social Welfare, field agency, and professional codes.

Improvement Desired	Competence	Mastery	
<input type="checkbox"/> Poor attendance, punctuality, and preparation for tasks	<input type="checkbox"/> Meets standards of attendance, punctuality, and preparation for tasks for agency context	<input type="checkbox"/> Seen by others as a role model for attendance, punctuality, and task preparation	<input type="checkbox"/> Unable to assess
<input type="checkbox"/> Demonstrates poor self-management skills and judgment related to communication, interpersonal behavior, or boundaries	<input type="checkbox"/> Manages emotions, communication, behavior, and boundaries well in most situations	<input type="checkbox"/> Displays consistently excellent judgment and manages communication, emotions, behavior, and boundaries well even in difficult situations	<input type="checkbox"/> Unable to assess
<input type="checkbox"/> Unable to maintain constructive collegial relations	<input type="checkbox"/> Able to maintain constructive interpersonal relations in most instances	<input type="checkbox"/> Handles conflicts in a skillful, diplomatic, professional manner	<input type="checkbox"/> Unable to assess
<input type="checkbox"/> Demonstrates professional behavior, appearance, or communication that is inappropriate to context	<input type="checkbox"/> Meets standards of professional behavior, appearance, and communication for agency context	<input type="checkbox"/> Seen by others as a role model of professional behavior, appearance, and communication	<input type="checkbox"/> Unable to assess

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *professional conduct*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mas	

Assign a number to the nearest .50 increment:		<input type="checkbox"/> Unable to Assess
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The Field Instructor will be asked to describe the student's observable strengths and improvements and to identify what behaviors would need to appear for the

student to reach the next level of advancement for each area assessed. The First Year Progress Review will also ask the Field Instructor and student to reflect together on their instructional relationship and how to improve it. Finally, the First Semester Progress Review will also outline the activities and competencies that will be addressed, observed, and evaluated in the next semester so that a complete final evaluation may be submitted. Finally, the Field Instructor will enter in an overall grade recommendation of “Satisfactory,” “Marginal,” or “Unsatisfactory.” After receiving the final version of The First Semester Progress Review, students have the option of submitting a response in writing to be considered by their Field Instructor and Field Consultant.

Final Field Evaluation

Toward the end of the second semester, the Field Instructor collaborates with the student to submit a Final Evaluation that is due on or around April 17th. The Final Evaluation is designed to assess the student’s progress on all 12 specified practice competencies (foundation competencies for first year students; foundation competencies and elaborated concentration area advanced competencies for second year students). It will also ask the Field Instructor to give competency ratings in specific areas on a 3-point, behaviorally anchored scale (improvement desired, competent, mastery) and to assign a global rating on a 5-point scale to the nearest .50 increment. An example is provided below:

Intervention Planning:

Develops clinical and/or administrative project goals that include input from clients, multiple stakeholders, and/or information sources. Identifies specific, measurable, and achievable goals and integrates the best available evidence and/or knowledge.

Improvement Desired	Competence	Mastery	
<input type="checkbox"/> Unable to establish goals that are relevant to the client system or systems; may impose personal or majority values	<input type="checkbox"/> Identifies goals that match the values, interests, and needs of clients, stakeholders, and/or other sources	<input type="checkbox"/> Consistently establishes goals that are highly relevant to clients, stakeholders, and/or other sources	<input type="checkbox"/> Unable to assess
<input type="checkbox"/> Identifies goals that are vague, difficult to measure, and/or unattainable; fails to identify goals	<input type="checkbox"/> Identifies goals that are mostly specific, measurable, and /or achievable	<input type="checkbox"/> Consistently selects goals that are specific, measurable, and achievable	<input type="checkbox"/> Unable to assess
<input type="checkbox"/> Does not understand and/or is uninterested in identifying intervention approaches supported by available evidence	<input type="checkbox"/> Considers some available evidence to guide approach including practice wisdom and research	<input type="checkbox"/> Critically appraises and applies the best available knowledge from research and/or practice wisdom to guide the intervention plan	<input type="checkbox"/> Unable to assess

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *intervention planning*?

1	2	3	4	5	Unable to Assess
Not Proficient		Competent		Exceptional Mas	

Assign a number to the nearest .50 increment:		<input type="checkbox"/> Unable to Assess
---	--	---

The Field Instructor will be asked to describe the student's observable strengths and improvements and to identify what behaviors would need to appear for the student to reach the next level of advancement for each area assessed. Finally, the Field Instructor will enter in an overall grade recommendation of Satisfactory, Marginal, or Unsatisfactory. After receiving the final version of The First Semester Progress Review, students have the option of submitting a response in writing to be considered by their Field Instructor and Field Consultant.

Grade Recommendations for Field Practicum

Grading for SW 401 The Field Practicum is on a Satisfactory/Unsatisfactory basis.

Field Instructors are asked to recommend grades for their students on the First Semester Progress Review and on Final Evaluations. The options for their grade recommendations are as follows:

Satisfactory: This recommendation indicates that the student's learning and performance are proceeding at an appropriate rate and the student is demonstrating proficiency of all required competencies with a satisfactory level of skill and has earned an average score of no less than a 3.0 from his or her Field Instructor. Some competencies, however, may not be assessable at the end of the first semester because the associated tasks have not yet been performed or observed.

Unsatisfactory: This recommendation indicates that the student's learning and/or performance is not proceeding at an appropriate rate and is either highly deficient (denoted by a score of 1.0) in two or more areas of competence and/or their average score being less than a 3.0. If this is the case, the Field Instructor must write a narrative which describes the problem(s) as well as what the student would need to do to bring his/her performance up to proficiency standards. If a student is seriously deficient in two or more of the competencies or is consistently performing below proficiency, the Field Instructor should ordinarily recommend a grade of Unsatisfactory.

This grade recommendation and all accompanying comments are reviewed by the assigned Field Consultant. If the Field Consultant concurs, the Field Consultant then enters the recommended grade into the university record. If the Field Consultant does not concur, a consultation process is initiated usually involving the Director of Field Education, the Field Instructor, other Agency Personnel such as the Training Coordinator or Program Manager, the student, and/or other School of University faculty or staff. After gathering a variety of perspectives and available sources of information, final responsibility for determining the grade for SW 401 The Field Practicum rests with the assigned Field Consultant who is named by the School and University as the Instructor of Record. Normally, a written justification is provided to the student and/or Field Instructor if a grade recommendation is not upheld.

Although grades are given after the first semester, students must receive a “Satisfactory” grade for the second semester in order to receive credit for having completed the entire field placement successfully.

Unsatisfactory Grades in Field Practicum

If the student and Field Instructor are effectively engaged, a student will be aware of deficiencies in his/her performance well before formal evaluation times. As soon as the Field Instructor identifies unacceptable or marginal performance, the Field Consultant should be contacted. A conference with the Field Instructor and the student should be proactively arranged to discuss the reason for the unsatisfactory performance and potential corrective actions. Several outcomes are possible:

1. The student may continue in the placement if this is acceptable to the student, the Field Instructor, and the Field Consultant. Identified deficits in the student’s performance will be documented in a corrective action plan that outlines behavioral expectations and is added as an addendum to the student’s Learning Agreement;
2. The student’s placement may be terminated and the student may or may not be eligible to be placed in a new setting depending upon the circumstances. If eligible for another placement, the new placement may not begin until the following semester depending upon the timing of the termination and the circumstances;
3. The student may be allowed to request an incomplete, withdraw from the course, or withdraw from the MSW program if illness or conditions outside of the student’s control are a significant factor in the student’s performance;
4. If the student’s evaluation reflects unsuitability for the degree and or profession and/or an inability to deliver social services in a safe, competent and ethical manner, the Director of Field Education may

request that the student be placed on academic probation and if unable to resolve the concerns by the following term, may be subject to dismissal;

5. When an unsatisfactory grade is assigned by the Field Consultant, the student will receive no credit for the field practicum undertaken, even if their First Semester Progress Review was satisfactory or better;
6. When an unsatisfactory grade is assigned by the Field Consultant for either the Fall and/or the Spring semester, the student will receive no credit for the field practicum undertaken, and another full placement must be successfully completed for the student to be eligible for MSW degree conferral.

Incomplete Grades in Field Practicum

A grade of Incomplete may only be entered if the following conditions are met:

1. The student is in “good standing,” i.e., has been satisfactorily performing assigned field tasks.
2. The student experiences events beyond her/his control which prevent completion of required field practicum by the date grades are due, i.e., illness, accident, family emergencies, and unavoidable late start to placement. Failure to plan properly for expectable events and obligations is not considered sufficient justification for an incomplete grade.
3. The student has completed the majority of the total required field days for the semester and/or appears able to complete the remaining days in the immediately foreseeable future.

The student has the responsibility to petition for the Incomplete from her/his Field Consultant using the approved form.

Break times and other non-field education days during the regular school calendar may be used to satisfy requirements to remove the Incomplete. Extension of field practicum beyond the end of the spring semester may necessitate that the student enroll in summer session and pay additional summer fees.

The following procedures should be followed when the student requests an Incomplete:

1. The Field Consultant will obtain confirmation from the Field Instructor that the student is in good standing. If the Field Instructor cannot provide a detailed evaluation because the student was not in the field long enough to assess her/his work, the Field Consultant will make the relevant determination and complete the requisite documentation; and

2. The Field Consultant summarizes the circumstances and requirements for resolution of the Incomplete in the *Petition for Incomplete Form* that is signed by the student and the Field Consultant and provided to the graduate advisor.

Students with an incomplete grade in foundation field practicum may not begin their advanced practicum until they have successfully completed their foundation practicum. If for whatever reason absence is necessary from the placement for a prolonged period of time, their ability to return to that same placement is never guaranteed and subject to availability. We prefer, however, that our students complete placements in the same context whenever possible.

Students who do not petition for and/or are not eligible for an Incomplete and who do not meet the conditions of a satisfactory grade recommendation may be at risk for receiving an unsatisfactory grade.

The Relationship Between Field and Academic Standing

Failure to remain in good academic standing may compromise the right to continue in a field practicum even if the student is progressing normally or better there. Should a student's grade point average fall below a 3.0, should a student fail a required foundation or concentration-based course, or should a student receive two or more Incomplete (I) grades in any one semester, field placement may either be not initiated and/or suspended until all academic concerns are resolved. If a student is suspended from placement, we cannot guarantee that he or she will be able to return to that same placement.

Students must be in good academic standing to advance to second year field practicum. Similarly, students must be in good field standing to advance to second year academic courses. Failure to progress normatively in either the field education or academic portion of the MSW program may lead to academic probation, and if not resolved within a semester, dismissal.

11-Interpersonal Conflicts, Performance Concerns, and Problem-Solving

Problem-Solving in Field Placements

On occasion, issues arise in field placements that create learning problems for the student and/or teaching problems for the Field Instructor. These may be due to incompatibility of teaching and learning styles, personality conflict, communication breakdown, incompatible expectations, agency turmoil, or difficult transference/counter transference issues among other factors. Experience has shown that the sooner issues are identified and addressed, the more likely it is that the placement will continue successfully. Conversely, if problems are ignored or discussion of them is delayed, the problems are further exacerbated and the probability of successful resolution is decreased.

In many cases, students and Field Instructors are able to discuss and resolve these issues in the educational supervisory process. However, if problems interfere with the progress of the student/Field Instructor relationship and/or the student's performance, it is essential that the Field Consultant be contacted immediately. The Field Consultant has the overall responsibility for facilitating the successful completion of the placement for both the Field Instructor and the student, and can provide assistance with clarifying and addressing the issues and communicating related expectations, policies, and standards. This may include site visits and/or individual conferences with the student and/or Field Instructor.

Resolution of difficult issues may require that a corrective plan of action be developed. The Field Consultant should be involved in developing this plan, and it should be signed by student and Field Instructor, attached to the learning agreement, and specifically commented on in subsequent written evaluations.

Immediate attention to problems is essential in order to prevent the early termination of the field placement whenever possible. Early placement termination can have many negative consequences for students including disruption of the learning process and their ability to complete course assignments that are often based on field experiences. Students will also be required to make up lost days as well as some or all of the days already completed. This may result in students receiving an Incomplete grade and may also require them to make up the days during the summer, which could pose a hardship related to commitment of time, added expense, and income loss.

Many students who have had difficulties in their field placement later report that they learned very important professional lessons that strengthened their ethics,

character, and integrity. Field Instructors also report this. In social work employment environments, conflicts are expected, and the ability to resolve and/or cope with them maturely is an essential capacity.

Early Termination of Field Placement

Although every effort is made to ensure a successful field education experience, early termination of a field placement is sometimes necessary due to compelling circumstances. These may include an irresolvable conflict between the student and the agency Field Instructor, the unsatisfactory performance by the student, the loss of a qualified Field Instructor, the closure or reorganization of the agency, the student's withdrawal from field education for personal or medical reasons, and/or clear evidence that the student's educational needs exceed the agency's available educational resources. **Termination of the placement should be considered as the option of last resort and only after every attempt has been made to complete the placement.**

A request to terminate the placement early may be made at any time by the student, the Field Instructor, or the Field Consultant. The decision to terminate a placement usually involves the student, the Field Instructor, the Field Consultant, and the Director of Field Education. Generally, this decision is made after consultation with the student, Field Instructor, Field Consultant and the Director of Field Education.

In some situations, students who are reluctant to continue in their field placement may be instructed to give the opportunity more time. Students who refuse to continue to attend and participate appropriately in field placement when instructed to do so by their assigned Field Consultant risk an unsatisfactory grade and related consequences. Students are expected to make consistent, good faith efforts to resolve professional conflicts. Students are expected to maintain their composure and professionalism even if they have strong feelings about their situation.

If a decision is made to terminate a placement before its intended ending, the following steps should be completed:

1. The Field Consultant requests and reviews a written evaluation from the Field Instructor of the student's performance up to that point, using the identified evaluation form or, in some cases, simply requesting a written narrative.
2. If the student's performance is deemed unsatisfactory or marginal (i.e. less than clearly satisfactory) by the Field Instructor, the Field Consultant will initiate a consultation process usually involving the Director of Field Education, the Field Instructor, other Agency Personnel such as the Training Coordinator or Program Manager, the student, and/or other School of University faculty or staff. After gathering a variety of

perspectives and available sources of information, final responsibility for determining the grade rests with the assigned Field Consultant.

3. The Field Consultant communicates in writing to the student his or her grade, the related rationale, and how much credit, if any, they shall receive for days served and what requirements remain to complete their field education experience. Students receiving a grade of unsatisfactory or believed to be performing other than clearly satisfactorily are awarded no credit for days or hours served.

If the Field Instructor's recommendation of an unsatisfactory grade is deemed valid by the Field Consultant, the student will receive an "Unsatisfactory" for that grading period, and no additional placement may be provided in that semester. An unsatisfactory grade in either field placement is likely to be grounds for the student receiving a letter of warning, being placed on academic probation, and/or facing dismissal. This would especially be the case if a student had performed in a manner inconsistent with the NASW Code of Ethics or the Berkeley Student Code of Conduct or in a manner that caused or could have caused harm to a client, colleague, to the agency or School.

Students who receive an unsatisfactory grade do not receive partial credit for their experience. If they regain eligibility for field placement, they must complete another field placement of full length. If and when students who receive an unsatisfactory grade are permitted to repeat field requirements, they will be assigned to a well-established placement with an experienced Field Instructor by their Field Consultant. In addition, an addendum may be made to the learning agreement that addresses areas that were problematic in the original placement, they may be more closely monitored, and they may be assigned an independent study or other remedy.

Conflicts Between Students, Field Instructors, and/or Field Consultants

Social work is a profession that tends to attract persons with passionately felt beliefs and a wide range of life experiences. Differences of opinions, values, and/or styles are not uncommon, are to be expected, and often need to be openly addressed in a respectful, collaborative manner in order for each party to achieve greater understanding and to be successful in his or her respective role.

On occasions, conflicts may occur between the student and the Field Instructor, between the student and the Field Consultant, and/or between the Field Instructor and the Field Consultant that reach a level where they interfere with learning and/or role effectiveness. When this is the case, the affected parties should make every effort to address the conflicts directly, to demonstrate listening, to express perspectives in a non-blaming manner, and to see if differences can be understood, accepted, and/or resolved. All parties should be encouraged by one another to approach the situation honestly, professionally,

ethically, and with an attitude of humility. Two affected parties forming an unprofessional coalition against the third is not considered professional.

If good faith informal attempts at resolution have not been successful, the affected student, Field Instructor, and/or Field Consultant may involve the Director of Field Education. On occasion, the Director of Field Education may assume educational responsibility for a particular student or placement or may reassign responsibility, particularly when it appears that the conflicts are not resolvable after significant efforts have been made. Typically, if reassignments occur, only one is allowed.

In general, students, Field Instructors, and Field Consultants are all expected to form effective working relationships with one another, and failure to do so may indicate a competency that needs further development and should be candidly discussed accordingly.

12-The Berkeley MSW Program

Berkeley Social Welfare offers a two-year program of study leading to the Master's in Social Welfare (MSW) degree. The program, fully accredited by the Council on Social Work Education (CSWE), prepares students for advanced professional social work practice in a variety of areas. All students follow a prescribed, full-time (minimum 12 units/semester) program of work for both foundation and advanced (concentration area) courses unless they qualify for a modified academic plan. The School does not offer part-time, evening or advanced standing to persons holding their BSW.

MSW Degree Requirements

To be eligible for graduation, students must satisfy all requirements for the MSW degree:

- 1. Unit Requirements:** A minimum total of 48 units is required for the MSW degree. At least 29 academic units of required and elective courses and 19 units of field work must be completed. One unit of graduate credit typically requires a minimum of three hours per week of effort on the part of the student, including time spent in class, in the field, and in reading and other preparation. Most social welfare graduate courses provide two units of academic credit for two hours a week in class.
- 2. Master's Thesis/Research Project Requirement:** All MSW students complete a sequence of courses in methods of social research (research sequence), which culminates in a research project to satisfy the Berkeley master's thesis requirement.
- 3. Field Education Requirement:** A total of 19 practicum and field placement units are required for graduation, the equivalent of approximately 140 days or 1,120 hours of field education. Students receive approximately two units of field internship placement credit per semester for each full day per week spent in the field.
- 4. Academic Standing:** To be awarded the MSW degree a student must have maintained a grade point average not lower than 3.0 (B) in all upper division and graduate academic courses undertaken in graduate residence at the University of California.

MSW Curriculum Overview

All students follow a prescribed, full-time (minimum 12 units per semester) program of work leading to the degree, for both foundation and concentration (advanced) courses. Students frequently exceed the overall minimum 48-unit requirement for the degree by taking more elective courses. Students may enroll in up to 20.5 units per semester.

All students, regardless of the baccalaureate degree(s) they hold, are expected to complete the regular two-year, full time program of study.

All MSW students begin their program of study in a **foundation curriculum** in the first semester. The foundation curriculum focuses on developing knowledge of individual and family development; ethno-cultural factors and their implications; policies and institutional systems governing services; and research strategies for program development and evaluation. Foundation courses, field placements and concurrent integrative field seminars all ground students with a sound grasp of system theory and an understanding of "person in environment" thinking as a core social work perspective. Students are introduced to mainstream social work in different fields of practice and provided with the basic skills of intervention. Students are in field placement two days a week throughout the first year foundation field experience.

Building upon their foundation coursework and field education, all students progress sequentially to and through an **advanced curriculum** designed to prepare students for specialized practice in a specific area of concentration. The advanced curriculum includes concentration-specific practice methods and social policy coursework, and a research seminar on the formulation, design, and implementation of social welfare research. Students are in field placement three days a week throughout the second year advanced field education experience.

MSW Sample Curriculum Plan

The sample curriculum plan outlined below shows the program of work typically followed by most students. Students in special degree program options (e.g., joint degree programs, school social work credential program, etc.) will have additional requirements, and some concentrations may also have additional requirements in the advanced curriculum.

Berkeley Social Welfare MSW Curriculum Guide

FOUNDATION	1	Fall	SOC WEL 200 SOC WEL 205 Practice students) <i>or</i> SOC WEL 210i students)	Human Behavior & the Social Environment Psychosocial Problems & Psychopathology (Direct
		Fall	SOC WEL 220 SOC WEL 240	Group, Organizational & Community Dynamics (MAP Introduction to Social Welfare Policy Introduction to Social Welfare and the Profession of Social Work
			SOC WEL 241 SOC WEL 400	Foundations of Social Work Practice Introductory Practicum in Social Work Practice (Field Seminar)
			SOC WEL 401	Foundation Field Practicum
		Spring	SOC WEL 275	Diversity-Sensitive and Competent Social Work <i>or Approved Diversity Elective</i>
			SOC WEL 280 SOC WEL 400B SOC WEL 401	Introduction to Social Welfare Research Integrative Field Seminar Foundation Field Practicum
			SOC WEL ## SOC WEL ##	Concentration Practice Course Concentration Policy Course
	2	Fall	SOC WEL 282A SOC WEL 401	Seminar in Social Welfare Research Advanced Field Practicum
			Additional Concentration-based Coursework (Required or Elective) Any Special Program Options Requirements Additional Advanced Professionally Relevant Elective Coursework	
		Spring	SOC WEL 282B SOC WEL 401	Seminar in Social Welfare Research Advanced Field Practicum
Additional Concentration-based Coursework (Required or Elective) Any Special Program Options Requirements Additional Advanced Professionally Relevant Elective Coursework				

MSW Concentration Areas of Study

Berkeley Social Welfare's MSW Program and the advanced curriculum are organized around five areas of concentration, with a program of study in each designed to impart the specialized knowledge and skills required for advanced practice in a specific human service system.

The **Direct Practice in Child and Family Services ("C&F")** concentration prepares students for leadership and direct practice roles in programs serving disadvantaged children, adolescents, and families, primarily through governmental and contract nonprofit agencies and allied settings such as schools.

Students in the C&F concentration acquire a full range of individual, family, group, and community intervention strategies and practice skills used with and on behalf of children and families. Typical field placement settings include child welfare (includes foster care and adoption, protective services, day care, family preservation, juvenile justice, special education, child health and nutrition, income maintenance, and public and private agencies that provide services through referral by child welfare agencies); schools; and nonprofit family service agencies. C&F students are prepared to meet the mission of the School by providing leadership in the provision and organization of high quality social services to support families in raising healthy children.

The Direct Practice in Community Mental Health (“CMH”) concentration prepares students for leadership and direct practice in psychiatric social work; community mental health outreach and prevention; clinical social work; case management; child treatment; and substance abuse treatment. CMH students gain knowledge and skill in empirically-grounded practice in community care, self-help, and social rehabilitation; and modes of psychotherapy proven to be effective for seriously mentally ill adults and those suffering from co-morbid substance abuse disorders, those at risk of developing mental illness, immigrants and refugees, and seriously emotionally disturbed children and youth. Typical field placements include agencies providing a broad continuum of mental health care (e.g., inpatient, community residential treatment, day treatment, outpatient, crisis intervention clinics, and integrated “wraparound” and school-based services) for adults, children, and youth with emotional problems of varying severity and duration. CMH students are prepared to meet the mission of the School by providing leadership on behalf of and in practice with the priority populations served by the public mental health system in the State of California.

The Direct Practice in Gerontology Services (“Gerontology”) concentration prepares students for leadership and practice in social services for older adults and their families, including long term care planning and advocacy. Gerontology students gain the knowledge and skills necessary to address the complex psychosocial issues of aging, including aging processes; health and mental health issues; the aging network; social policies affecting the elderly and their families; and competence in providing effective social work services to older adults and their families. Field placements are typically with agencies serving older adults, including clinical settings, adult day health, and adult protective services. Gerontology students are prepared to meet the mission of the School by providing leadership in social work with older adults and their families through public social service systems and community-based agencies.

The Direct Practice in Health Services (“Health”) concentration prepares students for leadership and practice in health care systems and/or with populations at risk for life threatening, disabling, and/or chronic health problems. Health students are educated and trained in biopsychosocial assessment, crisis intervention, motivational interviewing, brief supportive

counseling, and clinical coordination and/or transition/discharge planning. Typical field placements are in community or public healthcare settings including primary and specialty care clinics, federally qualified health centers, schools or residential services with on-site health clinics or services, nonprofits that focus on health or disabilities, public hospitals, children's hospitals, private hospitals that serve a large number of at-risk or publicly insured patients, hospices and home health agencies, mental and behavioral health clinics located in large medical centers, intensive case management programs for those with chronic conditions, and other health settings. Health students are prepared to meet the mission of the School by providing leadership in implementing health care reform, improving health care delivery systems to redress health disparities, and providing outstanding psychosocial care to persons who are acutely or chronically ill and their families.

The **Management and Planning ("MAP")** concentration prepares students for leadership in public and nonprofit sectors as program managers, agency directors, policy analysts, program evaluators, and community organizers. MAP students learn the techniques needed to create, maintain, and enhance client-serving institutions and to empower communities; and gain skills in community and program development; agency management; legislative and policy analysis; financial and information systems management; program evaluation; and service specialization. MAP field placement settings include all public and nonprofit social welfare agencies and organizations. MAP students are prepared to meet the mission of the School by providing leadership to address service systems issues related to the policy development, community planning, and agency management challenges facing the field of social welfare.

13-Council on Social Work Education: Accreditation Standards Related to Field Education

The UC Berkeley School of Social Welfare's MSW program is fully accredited by the Council on Social Work Education (CSWE), the accrediting body for social work education programs in the United States and Canada. In 2008 CSWE issued new educational policy and accreditation standards (EPAS), including standards for field education. The most relevant standards for the design and implementation of Berkeley Social Welfare's field education program are noted below:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;

- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality 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. Social workers appreciate 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:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices

in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social

workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

2.1.10(a)—Engagement

Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

2.1.10(b)—Assessment

Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

2.1.10(c)—Intervention

Social workers:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;

- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

2.1.10(d)—Evaluation

Social workers:

- critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Educational Policy M2.2 – Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social wellbeing. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3 – Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard 2.1 – Field Education

The program discusses how its field education program:

- 2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
- B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies.
- M2.1.2** Provides advanced practice opportunities for students to demonstrate the program's competencies.
- 2.1.3** Provides a minimum of 900 hours for master's programs.
- 2.1.4** Admits only those students who have met the program's specified criteria for field education.
- 2.1.5** Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.
- 2.1.6** Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. 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 and describes how this is accomplished.
- 2.1.7** Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.1.8** Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment

