Berkeley Social Welfare

FIELD INSTRUCTOR
TRAINING MANUAL
2020-21

"There are three things to remember when teaching. Know your stuff, know whom you are stuffing, and stuff them elegantly."

–Lola May

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1-Berkeley Social Welfare and Field Education

Berkeley Social Welfare Directory

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Librarian, Susan Edwards: sedwards@library.berkeley.edu
Online Guide to MSW Field Education:
https://socialwelfare.berkeley.edu/academics/field-education/guide-field-education-msw-students

2020-2021 Field Calendar At-A-Glance

Field Education Days
First Year Students: *Wednesdays and Thursdays*
Second Year Students: *Wednesdays, Thursdays, and Fridays*

	First Year Student	Second Year Student
FALL 2020 SEMESTER		
Aug 26 (Wed)	Academic Instruction begins: 1st day of Classes	
Sep 2 (Wed)	**Virtual Field Instructor Training Day, 9 am – 12 noon**	
Sep 7 (Mon)	*Labor Day Holiday*	
Sep 9 (Wed)		**Fall Field Education Begins**
Sep 23 (Wed)	**Fall Field Education Begins**	
Oct 2 (Fri)		✓ **Learning Agreement Due**
Oct 22 (Thur)	✓ **Learning Agreement Due**	
Nov 11 (Wed)	*Veteran's Day Holiday*	
Nov 26-27 (Th-F)	*Thanksgiving Holidays*	
Dec 10 (Thur)	✓ **First Semester Evaluation Due**	
Dec 11 (Fri)		✓ **First Semester Evaluation 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**
	First Year Student	**Second Year Student**
SPRING 2020 SEMESTER		
Jan 6 (Wed)	**Spring Field Education Begins**	
Jan 18 (Mon)	*Martin Luther King, Jr. Holiday*	
Jan 19 (Tue)	Academic Instruction begins: 1st day of Classes	
Feb 15 (Mon)	*President's Day Holiday*	
Mar 22-26 (M-F)	**Spring Break**	
April 22 (Thurs)	✓ **Final Field Evaluation Due**	
April 23 (Fri)		✓ **Final Field Evaluation Due**
April 29 (Thurs)	**Last Day of Field Education**	
April 30 (Fri)		**Last Day of Field Education**
May 14 (Fri)	*Semester Ends – Professional Liability Coverage ends*	
	Total Minimum Hours: 325-400	**Total Minimum Hours: 575-720**

About Berkeley Social Welfare

Vision

Improving the lives of vulnerable individuals, families and communities

Mission

Located within the world's finest public university and one of the most diverse regions in the nation, the UC Berkeley School of Social Welfare strives to transform the systems that perpetuate poverty and social disadvantage. Berkeley Social Welfare develops effective leaders and scholars committed to solving complex social problems; produces, disseminates and utilizes research to improve social-service delivery and policy through critical thinking and evidence-based knowledge; and prepares the next generation of culturally-competent social workers, researchers and teachers dedicated to serving the most vulnerable members of our society.

MSW Program Mission

Berkeley Social Welfare's MSW Program develops 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.

OVERVIEW OF THE MSW CURRICULUM

Berkeley Social Welfare offers a two-year, full-time 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 courses unless they qualify for a modified academic plan. The School will begin offering a Flex MSW in 2020-2021 which includes a one-year advanced standing option for persons holding their BSW and an extended option (three-year part-time) option for those who are employed and wish to remain so.

MSW Degree Requirements

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

1. **Unit Requirements:** A minimum total of 54 units is required for the MSW degree. At least 29 academic units of required and elective courses and 25 units of field education must be completed. Most social welfare graduate courses provide two units of academic credit for two hours a week in class.

2. **Field Education Requirement:** A total of 25 field placement and field seminar units are required for graduation, the equivalent of 900-1,200 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.

3. **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

First Year: *Foundation*

All MSW students regardless of specialization take the same set of courses in their first semester. The anchor course for the semester is *SW 241 Introduction to Multi-Level Practice* which helps students to conceptualize engagement, assessment, and intervention at all ecological levels including individuals, families, groups, agencies, and communities. At the same time, students complete *SW 240*, a course in the historical, intellectual, and philosophical foundations of social work which includes modules on values, social justice, and social work ethics; SW 200, a course in the underlying theories that inform multi-level social work practice including ecological theory, attachment theory, person-in-environment, and critical race theory among others; and SW 220, a course that introduces students to major American social welfare policies and the policy making process. Macro students also take a course in group, organizational, and community dynamics; Child and Family students take a course in child development; and Adult/Older Adult students either take a course on psychopathology or aging processes. Concurrently, students participate in field seminar which facilitates self-reflection, effective learning stances for field learning, and engagement and communication micro-skills.

In the spring semester, students take an advanced practice course in their area of specialization (*Children Youth and Families; Adults and Older Adults Across the Lifespan, Management and Planning*) that focuses on specialized methods. In addition, they take an advanced policy course that speaks to their area of specialization as well and the introduction to research which helps them to be critical consumers of research-based knowledge. Students also often take a diversity course and begin their advanced electives.

Second Year: *Advanced Specialization*

In the second year, students take a year-long applied research methods course which is project-based. Students work to design a program evaluation so that they can conceptualize how to evaluate practice outcomes. They will need access to the person in your agency who evaluates outcomes for brief consultation.

In addition, second year students usually take 2-3 advanced electives that speak to their unique interests, learning needs, and advanced field placements. The list of electives available in the School of Social Welfare appears below. Students frequently take electives outside of Social Welfare including in Public Health, Public Policy, Education, Psychology, and City and Regional Planning. A growing number of our students opt to spend a third year getting a second master's degree, usually in public health or public policy. In their second year, Macro students take an additional course in program implementation.

MSW ELECTIVES

Psychosocial Problems and Psychopathology (DSM V)
Infant Mental Health
Narrative Therapy with Vulnerable Populations*
Cognitive Behavioral Methods
Health and Human Services in Mexico*
Immigrants and Refugees in the U.S*
Financial Management for Nonprofit and Government Agencies
Aging Processes*
Trauma Informed Care Across the Lifespan
Child Development from Infancy to Adolescence in Its Social Context
Social Work and Education Policy
Social Work with Groups
Substance Abuse Treatment
Family Therapy
Human Sexuality*
Leadership Development
Solution Focused Brief Therapies
Diversity-Competent/Anti-Oppressive Social Work*
Motivational Interviewing: Helping People Change
Social Work with Latino Populations*
Social Work Practice in School Settings
Forensic Social Work*
Philanthropy: Foundations and Grant-Writing
Community Organizing*
Social Work Practice in Integrated Behavioral Health Care
Stress and Coping
*Approved to meet the diversity elective requirement

Courses may also be taken in other graduate division schools such as public health, public policy, law, education, psychology, sociology, environmental design, business etc.

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 Theories for Multi-Level Practice SOC WEL 220 Introduction to Social Welfare Policy SOC WEL 240 Historical, Philosophical, and Intellectual Foundations of Social Work SOC WEL 241 Introduction to Multi-Level Social Work Practice SOC WEL 290A Foundation Field Integration Seminar SOC WEL 410A Foundation Field Practicum And 1 of the following by specialization area: SOC WEL 205 Psychosocial Problems & Psychopathology SOC WEL 210C Aging Processes SOC WEL 210i Group, Organizational & Community Dynamics SOC WEL 212 Child Development in Social Context
		Spring	SOC WEL 275 Diversity-Competent/Anti-Oppressive Social Work *or Approved Diversity Elective* SOC WEL 280 Introduction to Social Welfare Research SOC WEL 290B Foundation Field Integration Seminar SOC WEL 410B Foundation Field Practicum
ADVANCED	2		SOC WEL ## Concentration Practice Course SOC WEL ## Concentration Policy Course
		Fall	SOC WEL 282A Seminar in Social Welfare Research SOC WEL 292A Advanced Field Integration Seminar SOC WEL 412A 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 Seminar in Social Welfare Research SOC WEL 292B Advanced Field Integration Seminar SOC WEL 412B Advanced Field Practicum Additional Concentration-based Coursework (Required or Elective) Any Special Program Options Requirements Additional Advanced Professionally Relevant Elective Coursework

Berkeley Social Welfare Areas of Specialization

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

- **Advancing Health and Wellbeing Across the Adult Life Span (AHWAL):** Preparing students for direct practice and leadership careers in serving adults, older adults, and their families in health, mental health, aging, and other settings.

- **Strengthening Children and Families (SCYF)**: Preparing students for leadership and direct practice roles in programs serving children, adolescents, and their families in public settings such as schools, child welfare agencies, health and mental health programs, juvenile hall, and other settings.

- **Strengthening Organizations and Communities (SOC):** Preparing students for leadership in the public and nonprofit sectors as program managers, agency directors, policy analysts, program evaluators, and community organizers.

Additional Credentials or Programs:

Adult Protective Services Stipend Program, Aging Certificate; Child Welfare Scholars Program; Latinx Social Work Certificate; Latinx Center of Excellence; Pupil & Personnel Services Credential (School Social Work); and Integrated Behavioral Health and Substance Use Disorder Stipend Program.

We also have concurrent degree programs with public health, public policy, and our own PhD program.

Multi-Level Practice is Berkeley Social Welfare's organizing framework:
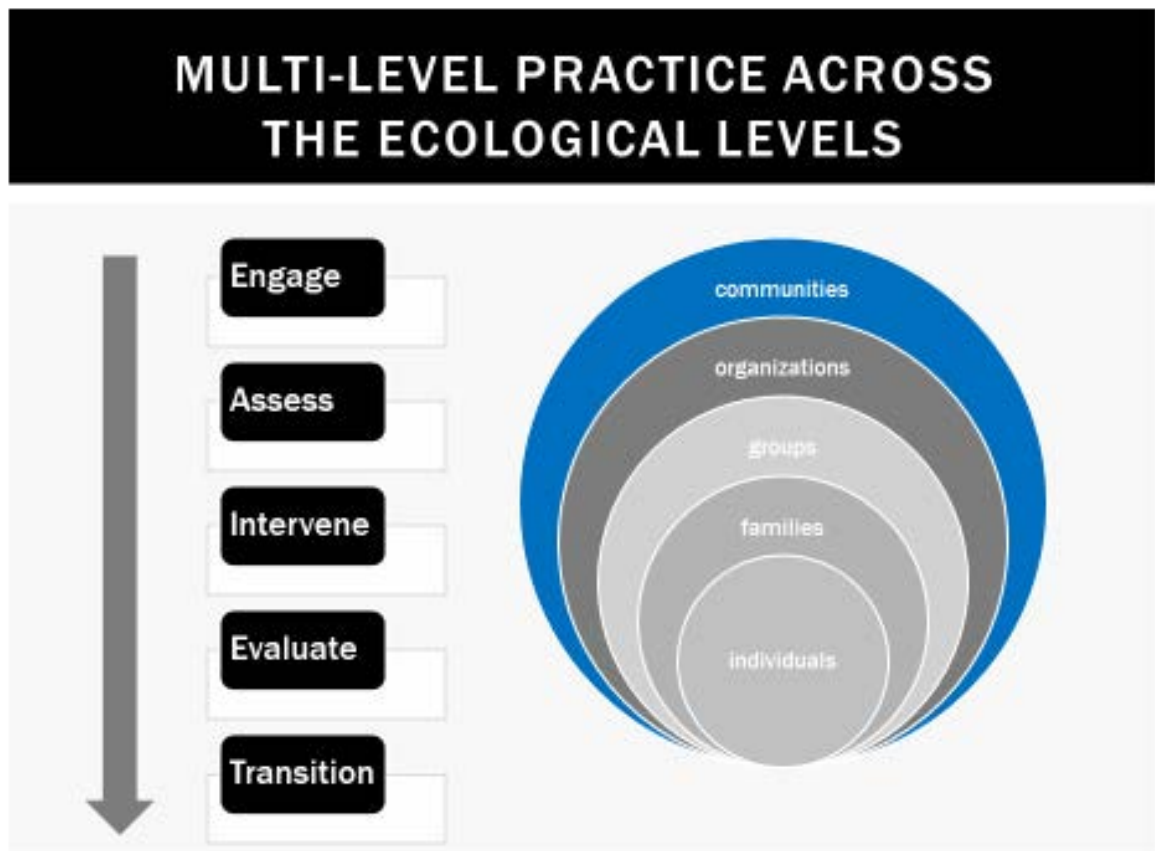
Berkeley Social Welfare's Field Education Model

THE CONCURRENT COHORT MODEL

Field cohort (15 students) — 1 Field Faculty member → Consultation Group Cohesion

Foundation — • Courses • Field → **Advanced** — • Courses • Field

Group Formation →

Robust Support
High Performance
Competency Attainment
Development as Leaders
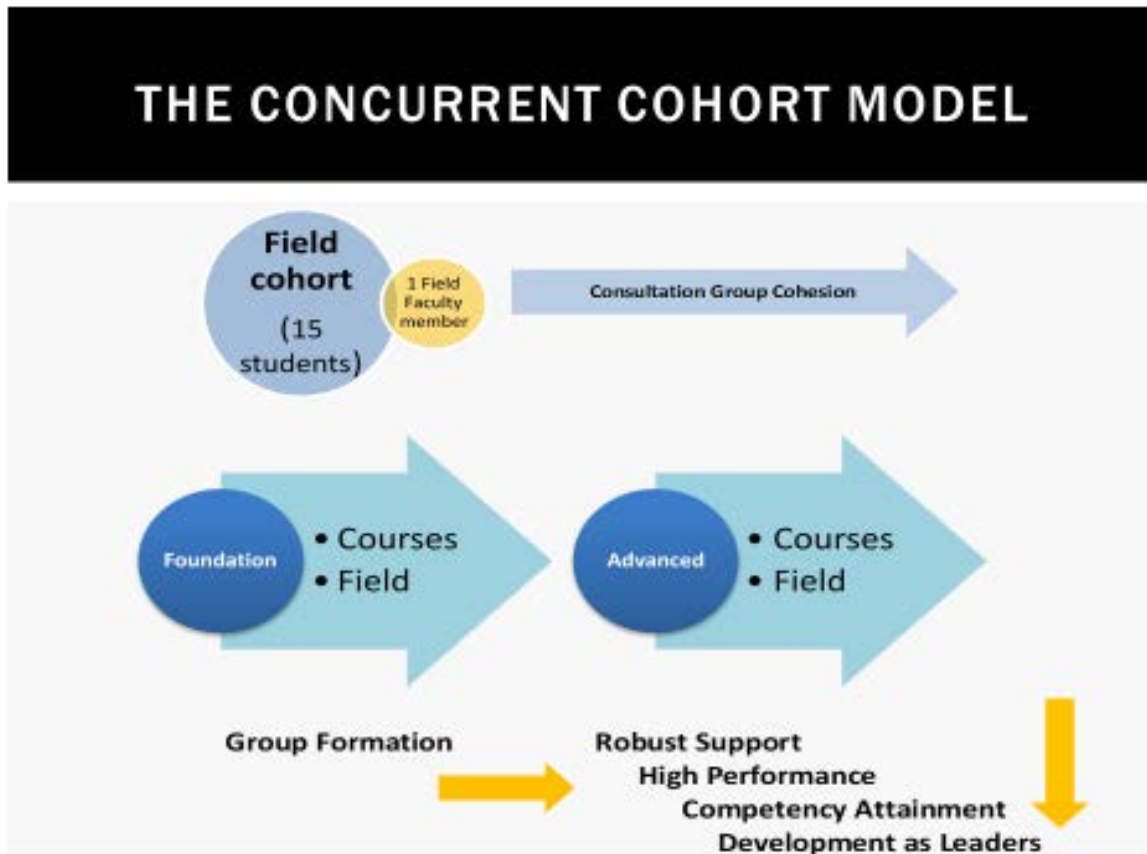
We have dedicated full-time field faculty who help to develop and implement agency partnerships, facilitate student placements, lead field seminars, teach practice methods courses, and sit on admissions and curricular planning committees.

Students typically have one field faculty member and one field cohort of about 15 students for both of their MSW years. This leads to an opportunity to assess, teach, coach, and evaluate students over multiple contexts across time.

Berkeley Social Welfare's Defined Field Competencies

The School has established a set of 12 practice competencies based upon the 2015 Educational Policies and Accreditation Standards of the Council on Social Work and interpreted for our context. These competencies guide task assignment, instruction, and evaluation of student learning:

1. **Engagement with Individual, Families, Groups, Organizations, and/or Communities:** Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients and/or constituents 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 formal or informal sources; integrates collateral information into an effective and coordinated service and/or project plan.

3. **Assessment of Individuals, Families, Groups, Organizations, and/or Communities:** Collects, analyzes, and applies relevant information and develops relevant, well-formed goals to guide the effective delivery of clinical services and/or the effective execution of administrative and planning projects.

4. **Intervention Planning and Implementation:** Selects intervention methods to support goal acquisition based upon assessment, the best available evidence and/or knowledge, and client or constituent preferences. Evaluates and modifies implementation so as to maximize the likelihood of reaching the intended outcome(s).

5. **Systemic Intervention:** Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, policy, and/or community contexts for the purpose of improving the delivery of social work services to vulnerable populations.

6. **Professional Communication:** Communicates verbally and in writing in an organized, complete, and timely manner. Delivers communication in an effective manner given its purpose and context.

7. **Professional Ethics:** Considers and applies the professional code of ethics for social workers so as to recognize ethical conflicts and arrive at principled decisions.

8. **Professional Conduct:** Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the school, agency, community, and profession.

9. **Professional Growth and Development:** Takes responsibility for learning and demonstrates initiative. Receives, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development, life-long learning, and leadership development.

Because of their importance, these competencies should serve as the basis of field instruction, student learning, and related evaluation.

Bogo's Model of Holistic Competence

BOGO'S CONCEPTUALIZATION HOLISTIC COMPETENCE

ORGANIZATION AND COMMUNITY CONTEXT

Skills

Self-regulation
Emotions, reflection, self-awareness,

Complex Practice Behavior

Knowledge
Generic and specialist
Theoretical and empirical

Judgment
Assumptions, critical
thinking, decision making

PROFESSIONAL CONTEXT – VALUES (Bogo et al, 2013)

Meta-Competence: The underlying learning approaches and capacities that allow students to acquire professional competencies over time.

In classes, we try to teach relevant explicit competencies so that student can succeed in assigned tasks. Through seminars and advising, we also try to build strong meta-competencies so that students can continue to learn and grow through experience over time.

2-Orienting and Assessing Your Student

Berkeley Social Welfare requires you to plan for your student's arrival and to provide them with a 3-4 week orientation. 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 usually feel anxious during their first month and when arrangements are made for them in advance. In a remote and social distancing environment, orienting and assessing will pose some specific challenges that are best planned for.

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. Consider how to adapt recommended activities to a remote or social distancing environment.

Orientation Checklists

Before the student arrives:

- ❑ Contact the student to confirm start date and time, and provide details about any requirements that the student should complete before arriving
- ❑ Arrange for any special agency requirements such as fingerprinting, medical testing, regulatory paperwork, etc.
- ❑ Determine in advance whether placement will be remote, in-person, or hybrid and, if hybrid, what in-person and remote schedule will be
- ❑ 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 number and email address 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; consider physical distancing guidelines
- ❑ Communicate with student in advance what the agency's COVID-19 protocols and what personal protective equipment will be needed and provided
- ❑ Arrange for student to have access to tele-communications equipment and software if learning remotely
- ❑ Schedule introductory interviews with other staff by zoom or phone
- ❑ Organize key agency documents into an electronic folder you can share with your student: staff director, organizational chart, mission statement, and policy and procedure manuals, key forms etc.

❑   Provide an electronic schedule of meetings and activities for the first week or month

❑   _____

❑

The First Week:

❑   Introduce the student to staff at key meetings

❑   **Explain protocols regarding risk reduction and worker safety**

❑   Take student on tour of the agency (if in-person)

❑   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

❑   Provide ID badge/name tag

❑   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

❑   Provide schedule of meeting and activities for first 3-4 weeks

❑   Establish weekly meeting time for field instruction hour

❑   Discuss scheduling informational interviews with agency staff

Preparing for Task Assignments

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 you will spend a considerable amount of time preparing them for their assigned tasks. This typically involves 1) explaining how to perform task assignments, 2) arranging opportunities for the student to observe others performing those tasks and/or viewing examples, and 3) helping the student to reflect on what they observed. Tele-health and remote technology may provide excellent observational learning activities for students to engage with.

Another effective orientation activity is visiting affiliated agencies, programs, services, and collaborative partners to understand who your external partners are. In a remote environment, this may include searching websites and phone or zoom interviews. The Field Instructor should assist the student in identifying other appropriate staff and agencies and in arranging these site visits.

It is the School's requirement that students should introduce and present themselves as MSW students or interns in order to be clear with clients and staff about their role in the agency.

General Orientation to Agency Context

Using the following list, orient the student to your agency environment verbally and suggest one follow-up task assignment that will follow in the future that will help the student complete their understanding of the agency environment. The goal is to be brief, informative, and engaging.

1. Review agency mission, history, and clients, communities, or populations served;
2. Review the organization structure of the agency, program, or service (who is in charge of and responsible for what, hierarchy/chain of command etc.);
3. The various roles and/or disciplines in the agency, how and when management and related communication occur, and formal and informal agency rules;
4. The role of social work in the program or agency vs. the roles of any other disciplines or classifications of staff;
5. Review the culture and climate of the agency, communication and professional norms, diversity concerns, and any areas of conflict that the student may observe;
6. Review who the agency's clients are, mechanisms of referral, common reasons for referral, assessment strategy, common interventions and

THE ORGANIZATIONAL CONTEXT
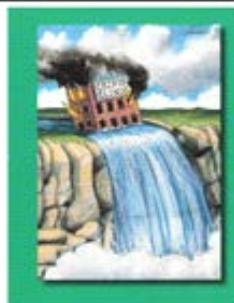
services provided, and how clients experience the system and quality of service;

7. How the agency is funded, the political climate related to funding, and what the target outcomes are and how they are measured or evaluated;
8. Understand what laws, regulations, ethical codes as well as pragmatic resource constraints govern decision-making in the agency;
9. Understand how the agency or unit fits into an overall system of care and/or the community and complete site visits to collaborators and/or frequent referral sources;
10. Become oriented to agency's IT and record-keeping systems;
11. Review policies related to safety including student safety and client safety (risk management, mandatory reporting, dangerousness to self and/or others etc.).

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.

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COVID-19 Related Safety Policies

Echoing campus guidelines, both students and agencies have responsibilities in adhering to recommended public health guidelines. We require that agencies' have COVID-19 policies and practices that adhere to public health guidelines.

When a student is to be present on agency site or community site related to internship, the following guidelines must be adhered to:

- Student must wear an appropriate grade or quality of face covering and other protective equipment that is consistent with Occupational Safety and Health Administration (OSHA) standards for that particular field of practice
- Student must remain physically distanced from colleagues, clients, and constituents by the recommended public health distance of six feet, whenever possible
- Student work space including all high-touch surfaces must be regularly cleaned with an appropriate sanitizing agent
- Student must have access to frequent hand-washing facilities and, when unavailable, hand sanitizer
- Student must generally interact with clients or constituents who are also wearing masks and able to remain physically distant
- When masking of clients or constituents is not feasible due to the practice setting, and students are unable to maintain at least six feet of distance, students are strongly encouraged to wear higher grade personal protective equipment including eye protection. Students should at all times follow the occupational health and safety requirements of the site, at a minimum.
- Students are not allowed to be assigned to work with patients or clients who have tested positive for COVID-19 until such time as those patients no longer pose an infection risk
- Students who will be on-site at an internship are required to self-monitor their health and symptoms.

All MSW students engaged in in-person field education will be given some priority for campus COVID-19 surveillance testing and results at the University Health Service and satellite surveillance sites. They are strongly encouraged to be tested before beginning on-site service and at regular intervals thereafter depending upon the student's level of risk and comfort and any agency testing requirements.

- Students may not report to agency or community sites if they have tested positive for COVID-19 and may not return to their agency or community site until they have been cleared by a medical professional.
- Students who are in isolation, quarantine, or have COVID-19 symptoms will be given field education hour credit for a period of up to two weeks of placement; if the student is asymptomatic or symptoms are minor, the student will be asked to continue placement tasks remotely during the quarantine or isolation period

If a student tests positive for COVID-19, they will be expected to cooperate with isolation and quarantine instructions, to seek appropriate medical care, and to provide contact tracing information to appropriate public health officials. Students who test positive for COVID-19 may discuss this situation with their

identified field faculty member and/or agency field instructor but are not required to. Students may simply indicate that they are in need of sick leave.

As part of protecting student health, agencies are asked to allow students to serve remotely one, two, or three days per week, when possible. The feasibility of this will depend upon the nature of social work services provided and the population served and service context. When a student will be providing clinical social work services to vulnerable clients or constituents remotely, the following must generally be true:

- It is the responsibility of the agency to ensure students are well-oriented to and follow the relevant state and national guidelines to protect confidentiality of client and agency information and to obtain informed consent.
- The agency ensures that the technology and process of telehealth and distance.
- counseling are in compliance with state and national guidelines for the protection of client and agency confidentiality
- The agency must issue the student an approved device with all of the appropriate programs, software, applications, and/or encryption installed or will make certain the appropriate programs, software, applications, virtual private network (VPN), and/or encryption are installed on the student's devices.
- The student must complete tele-health modules that will be provided by the School regarding law and ethics and best practices.
- The field instructor will explicitly discuss consultation expectations and protocols and crisis response protocols for students who are remotely engaged in client-facing services.
- The field instructor, training coordinator, or another appropriate employee of the agency must be immediately available to the student providing tele-health services for urgent consultation regarding clinical risk, consultation expectations and protocols for when students are remotely engaged in client-facing services.
- The student must take reasonable steps to ensure client or patient privacy when they are engaged in service provision such as using earphones and arranging for as private of a space as possible.
- The student must complete modules made available by the school on Law and Ethics and best practices related to tele-health.

Students who may need additional data or devices to perform placement remotely are encouraged to apply for the Student Technology Fund.

If there should be safety concerns raised by students, field faculty, and/or field supervisors that cannot be informally resolved (e.g., attempts to address student safety concerns have not been successful), agency personnel, affected students, and/ or field faculty may all ask for a safety/review committee meeting. In that meeting, the Associate Dean and Director of Field Education will hear the concerns of all parties (student, agency field instructor and training coordinator

(if appropriate) and field consultant, as well as any other relevant parties), gather information, consult with campus stakeholders as needed, and issue decisions as to whether or not the placement may continue and/or how it must be modified if it is to continue. The Associate Dean and Director of Field Education will make reasonable efforts to ensure that decisions are issued in such a way as to be equitable (across relevant indicators of needs and concerns) to students and agencies.

General 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

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.

Assessing Your Student

As a field instructor, it is your responsibility to assess each student's *learning needs, abilities, and style, cultural identity and background,* and *relevant personal characteristics* and *how these fit with you and the organization.*

Sample Assessment Activities

- Review the student's resume with them again finding out with greater specificity what they feel they have mastered and what they would like to master
- Observe the student in interactions with colleagues, in meetings, and in engagement or assessment contacts with clients
- Interview the student and encourage them to interview you

Questions for Your Student:

1. When you finish this internship, what are the most important knowledge and/or skills you want to walk away with?

2. Walk me through your prior work and volunteer experience, letting me know the kinds of things you have done before.

3. Tell me about your last internship or job, the kinds of things that you liked and learned, how that happened, and the kinds of things that you did not find helpful.

4. Describe a time you were given an assignment you did not know how to perform and how you handled that.

5. What are the things that make you the most excited about this internship? What are the things that you fear or are nervous about?

6. Describe a past teacher, mentor, or supervisor and, specifically, what he or she did that made him or her so effective for you.

7. If I were to ask past teachers, mentors or supervisors about you, what would they say your strengths were? Your growth zones?

8. What are some factors related to your background, your identity, and your lived experience that you'd like me to be aware of and/or sensitive to in my role as your field instructor?

9. What are some preferred ways you like to receive feedback?

10. If I have a concern about you or, how and when is the best way to bring it up with you?

11. Many students feel anxiety, disappointment, and frustration with their field instructor, the agency, or social work in general. How will I know if you are feeling this? What should I expect?

12. In your experience, what reactions might you have to clients, colleagues, or the work? How do you prefer to handle those reactions? What kinds of support will you need or want from me?

## Transparency: Sharing Your Experiences and Expectations

Students often feel it is helpful to know something about you and your expectations in advance before they begin to be assigned duties and tasks. They then have less anxiety about disappointing you or "failing" and feel that they know where you may be coming from.

1. These are the kinds of experiences I have had in my career . . .

2. Here's what I like and find challenging about my position in this agency. . .

3. The reason why I offer field instruction to students is . . .

4. Generally what I know about my style of providing instruction is . . .

5. Past students have tended to like this about my style . . . and yet also commented on the following as being a challenge . . .

6. Things that matter most to me regarding student behavior and my interactions with students are . . .

7. I like to observe my students directly from time to time so that I can help you to know what you are doing well and to offer you some brief suggestions for continued improvement. Here's how that typically happens . . .

8. Parts of my background, identity, and lived experience that might be important for you to know because it affects how I practice and teach social work are . . .

9. Although I imagine and hope we will have a very enjoyable year learning together, I have come to expect misunderstandings and conflicts as a natural part of the process of working together. Here's generally how I approach that and would like you to approach that.

10. There are a lot of demands on my time here but our time is extremely important to me. Here is how I prefer you let me know if a matter is urgent. . . If an item can wait, I typically prefer you put it on your supervision agenda for our next meeting.

11. One thing I am focused on learning or improving right now is . . .

12. What do you think of this?

13. What else would you like to know about me that might be important to you?

# 3-Developing a Competency-Based Learning Agreement

While students are being oriented and assessed, they are expected to develop a learning agreement which guides their learning and your instruction. They can suggest activities but these should be negotiated together and ultimately approved by you as appropriate. Well-selected tasks strike a balance between what the student and agency needs, address the identified professional competency areas, and have sufficient range, quantity, and complexity to maximize learning.
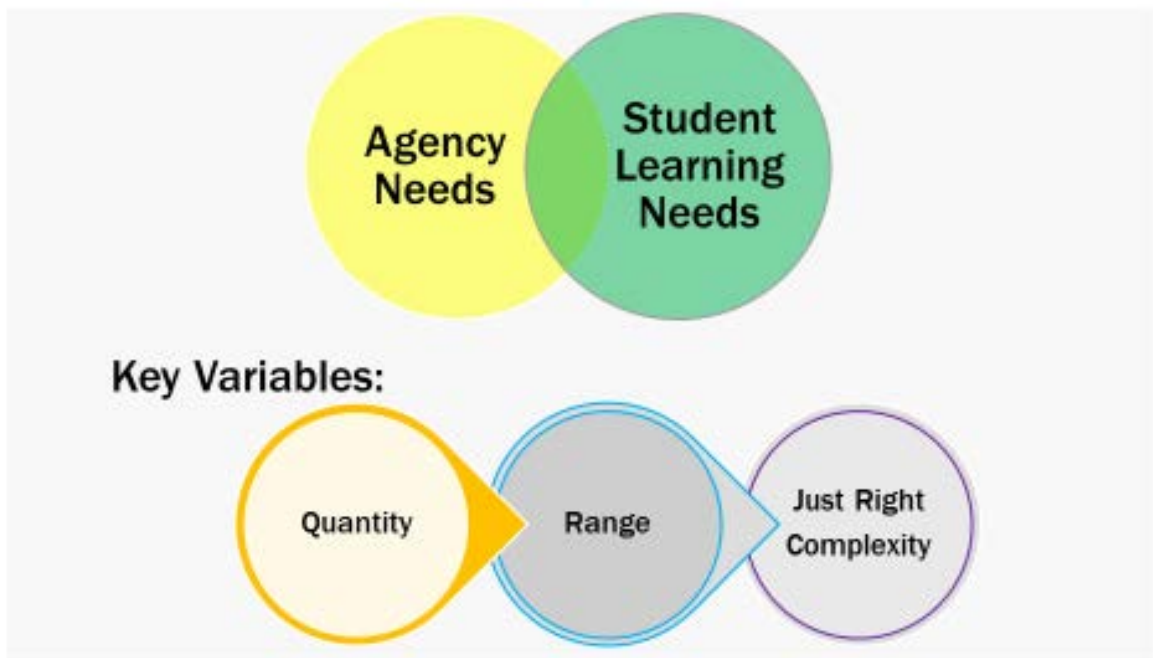
It is tempting for students and agencies to focus on what they can already do. It is also possible to "overshoot" and assign tasks that are well beyond their reach. Well-selected tasks target the student's "growth zone," that which is just beyond their current capacity but that they can accomplish with instruction during the internship time frame. Thoughtful scaffolding and sequencing is critical.

VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT

Beyond capacity to do

Can do with instruction

Can do without assistance
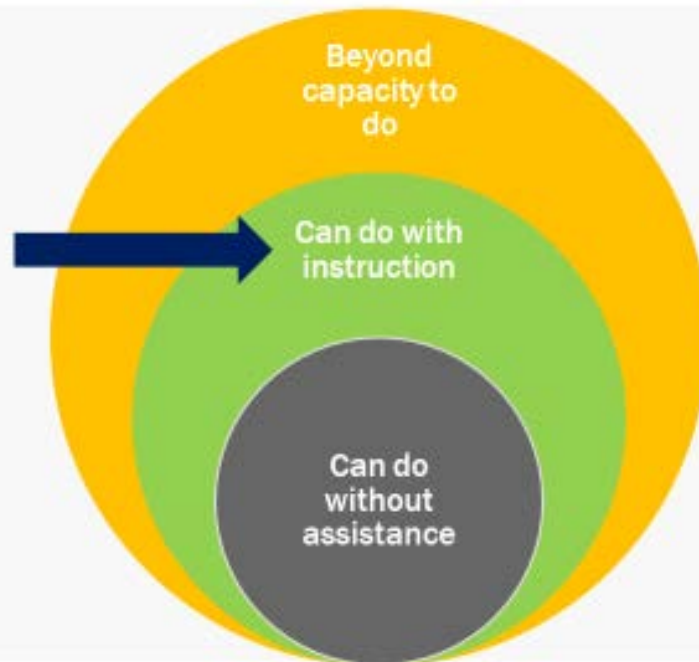
Student Learning Agreement Worksheet

Instructions: MSW students are encouraged to identify their primary learning goals and then talk through all items with their primary field instructor. Following this conversation, students construct a draft using this worksheet, and review it again with their field instructor. Once verbal agreement has been established, the information is entered into our online system (Sonia) and submitted. The field instructor and supervising field faculty member hold final approval rights. This information automatically populates on the evaluation form used at the end of each semester, connecting performance evaluation to primary task agreements. We understand that activities may be modified over time.

I.   Field Placement Schedule

Start Date: End Date:
Start Time: End Time:
Days of Service: (W/Th, First Year; W/Th/F, Second Year)
Remote/In-Person Configuration:
Day and Time of Supervision (minimum: one hour per week):

II.   COVID-19 Risk Reduction

For students who are doing any portion of their internship in-person at an agency and/or community sites, please identify any COVID-19 related risks.
Risk Identification:

Please outline the protective practices that will be consistently adhered to.
Risk Reduction Protocols:

III. Remote Privacy Protection and Access to Supervision

For students who are doing any portion of their internship remote, please identify any please identify any potential barriers to protecting private information or practicing safely.

Risk Identification:

```
[                                                                            ]
[                                                                            ]
[                                                                            ]
[                                                                            ]
[                                                                            ]
```

Please outline the protective practices or equipment and the plan for immediate access to supervision, if needed.

Risk Reduction Protocols:

```
[                                                                            ]
[                                                                            ]
[                                                                            ]
[                                                                            ]
```

IV. Student's Overall Learning Goals

Overall student learning goals:

```
[                                                                            ]
[                                                                            ]
[                                                                            ]
[                                                                            ]
```

Key Assigned Projects and Activities:

V.   <u>Competency-Based Task Assignments</u>

1. **ENGAGEMENT WITH INDIVIDUAL, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES:**
   Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients and/or constituents to participate in clinical services and/or administrative projects.

   Please describe specific tasks, activities, and/or projects related to *engagement* including which will be completed in-person and which remote:

2. **CONSULTATION, COORDINATION, AND COLLABORATION**: Obtains information from a variety of collaterals, constituents, and/or other formal or informal sources; Integrates collateral information into an effective and coordinated service and/or project plan.

   Please describe specific tasks, activities, and/or projects related to *consultation, coordination, and collaboration* including which will be completed in-person and which remote:

3. **ASSESSMENT OF INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES:** Collects, analyzes, and applies relevant information and develops relevant, well-formed goals to guide the effective delivery of clinical services and/or the effective execution of administrative and planning projects.

Please describe specific tasks, activities, and/or projects related to *assessment* including which will be completed in-person and which remote:

constituent preferences. Evaluates and modifies implementation so as to maximize the likelihood of reaching the intended outcome(s).

Please describe specific tasks, activities, and/or projects related to *intervention* including which will be completed in-person and which remote:

5. **SYSTEMIC INTERVENTION:** *Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, policy, and/or community contexts for the purpose of improving the delivery of social work services to vulnerable populations.*

Please describe specific tasks, activities, and/or projects related to *systemic intervention* including which will be completed in-person and which remote:

6. **PROFESSIONAL COMMUNICATION:** *Communicates verbally and in writing in an organized, complete, appropriate, and timely manner. Delivers communication in an effective manner given its purpose and context.*

Please describe organizational expectations and student goals related to *communication* including virtual, email, and in-person communication.

7. **PROFESSIONAL ETHICS:** *Considers and applies the professional code of ethics for social workers so as to recognize ethical conflicts and arrive at principled decisions.*

Please describe organizational expectations and student goals related to *professional ethics*.

8. **PROFESSIONAL CONDUCT*:*** *Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the school, agency, community, and profession.*

Please describe organizational expectations and student goals related to *professional conduct*.

9. **PROFESSIONAL GROWTH AND DEVELOPMENT:** *Takes responsibility for learning and demonstrates initiative. Receives, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development, life-long learning, and leadership development.*

Please describe field instructor's expectations and student's goals around *professional growth and development.*

[ ]

VI. DELIVERABLES AND OBSERVED PRACTICE

DELIVERABLES

Based upon the primary assignments, please identify 2-3 deliverables (tangible products) upon which evaluation may be based. Examples include: case presentation write-up; intake evaluation or report; client handout or group curriculum; grant request; needs assessment results; logic model flowchart; PowerPoint; agenda or notes from a collaborative meeting etc.

[ ]

OBSERVED PRACTICE

Based upon the primary assignments, please identify 2-3 activities that the field instructor can directly or indirectly observe and provide related feedback. Examples include: observation on a home or community visit; observation of an intake assessment; observation while student leads a group or meeting; observation of student participation in collaborative meeting or interdisciplinary case conference; listening to 5-10 minutes of a recorded segment with student providing therapy or case management; observing student doing a public presentation or meeting with a community partner or stakeholder.

[ ]

Protecting the Rights and Needs of Bilingual-Bicultural and Other Interns from Underrepresented Groups

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

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

- They should serve a carefully selected caseload that does not overload them

- 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 so as to avoid exploiting student interns. MSW students should not be asked to translate documents or translate sessions for other providers or do other tasks that are related to paraprofessional roles.

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.

The field instructor has the responsibility to identify and address micro-aggressions that underrepresented students may face from colleagues and in the organization.

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.

Committing to a Learning Environment Free of Harassment and Discrimination

Agency contexts can be more complicated for underrepresented minority students to navigate, even though their experiences and capacities help our profession to realize its full potential. While some harassment and discrimination can be blatant, many forms can be more subtle and insidious. Underrepresented minority students may not see themselves represented in the leadership of your organization and are likely to have the experience of implicit bias and micro-aggression. We ask each and every field instructor and training coordinator to actively engage in creating an affirmative learning culture. Since you provide a substantive learning experience to the University of California, Berkeley, we ask you to uphold our commitment not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual and gender-based harassment

When Field Faculty become concerned about how a student may be being perceived or treated in your agency due to a protected category, we will speak with you directly about it. Please understand that it is our job to advocate and protect the education of students and to create a more diverse, equitable, and inclusive profession. When we become aware that harassment or discrimination may be occurring, we are often required by law to report to the university's Office for the Prevention of Harassment and Discrimination.

You can create an affirming learning environment by taking the time to get to know your student's background and sharing yours, helping them to understand the organization's culture, processes, and structure, explicitly thinking with them about some of the organization's challenges with diversity, power, and privilege, intervening with colleagues who may be overtly or implicitly biased, and demonstrating your own commitment in the organization to promoting equity and inclusion.

4-Instructional and Supervisory Methods

> "There are three things to remember when teaching. Know your stuff, know whom you are stuffing, and stuff them elegantly."
> –Lola May

Providing field instruction and supervision requires forming a strong relationship with your student, orienting them, assessing them, and assigning thoughtful tasks to them. It then involves figuring out *which* combination of instructional methods best support the student's competency development over time.

COMMIT TO THE WEEKLY INSTRUCTIONAL HOUR

- **Establish a regular, expected time**
- Encourage the student to develop the agenda (and it is also a good idea to have your own)
- Pro-actively review administrative and orienting information
- Consult about problems, challenges, and successes
- Ask great questions that invite self-reflection and learning integration
- Share your practice wisdom as it applies
- Link to professional values, theories, and knowledge (e.g. what might your practice methods instructor say about this?)
- Provide support and encouragement and direct feedback
- Vary what you are doing as student grows more capable
- Evaluate how the weekly hour went and how it could be improved the following week

OVERVIEW OF METHODS[1]

Method	Description	Purpose
Supporting	*Nurtures, encourages, grows strengths, contains anxiety, and provides emotional support*	Reduce anxiety; enables risk-taking; encourage honest reflection and introspection; allow for external confidence and support to be internalized.
Instructing	*Directly supplies knowledge and skill and directly and indirectly models purposefully and consistently*	Provide clear guidance, course of action, and rationale in advance.
Coaching	*Conducts observations at scheduled intervals and provides effective feedback to improve performance*	Establish authentic appraisal of actual practice; provide behaviorally specific clarity about what to continue doing, how to improve, and why.
Thought Developing	*Invites or calls forth discovery, inquiry, and problem-solving; opens up new line of inquiry; asks exploratory and/or Socratic questions; facilitates connection to ethics, theories, evidence, and professional knowledge base*	Promote reflection and integration of new perspectives or ways of thinking or making meaning; link to professional knowledge base; develop independent judgment.
Administrating	*Assigns work, sets goals, and sets standards; provides summative evaluation feedback that is fair, reasonable, and accurate; reviews and completes documentation*	Plan out the time arc of development from orientation, to assessment, to evaluation; monitor progress and development over time.
Confronting	*Helps to point out discrepancies, contradictions, and/or areas of concern which need attention; addresses unprofessional conduct; degrees of subtlety may vary.*	Develop supervisee insight when self-reflection fails; asserts standard of care and practice; protects consumers of social work services.

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[1] Adapted from Stoltenberg in Chapter 3 of Casebook for Clinical Supervision: A Competency-Based Approach (eds. Carol A. Falendar and Edward P. Shafranske, 2004).

SAMPLE COMPETENCY BASED OBSERVATIONAL TOOL

SAMPLE 1 RESPONDING TO CLIENT NEEDS
Developed by Joseph Perales, LCSW, DrPH, La Clinica Casa del Sol

Intern Name: _____   Date: _____

Observed by: _____   Time period observed: _____

1.   Ability to effectively respond to client's needs

1	2	3	4	5
Significant Remediation Required	Consultation Required	Competency Emerging	Competent	Exemplary

      Comments:

2.   Appropriate intervention identified given client's needs

1	2	3	4	5
Significant Remediation Required	Consultation Required	Competency Emerging	Competent	Exemplary

      Comments:

3.   Delivery of intervention identified

1	2	3	4	5
Significant Remediation Required	Consultation Required	Competency Emerging	Competent	Exemplary

      Comments:

4.   Client's understanding of intervention related to that need

1	2	3	4	5
Significant Remediation Required	Consultation Required	Competency Emerging	Competent	Exemplary

      Comments:

5.   Effective use of self

1	2	3	4	5
Significant Remediation Required	Consultation Required	Competency Emerging	Competent	Exemplary

      Comments:

SAMPLE 2 MEETING FACILITATION

Skill Area	Strengths	Recommendations
Developed clear, concise, and strategic meeting objectives in advance		
Organized a well-sequenced agenda and "meeting flow" given objectives		
Welcomed participants into the room		
Communicated the agenda and priorities of the meeting to participants		
Managed participation to optimize group engagement		
Responded to conflicts, disagreements, or "stuck points" constructively		
Managed time effectively		
Closed the meeting with appropriate summary, task assignments, and evaluation		

FORMING FEEDBACK AFTER OBERVATION

1. **Elicit Self-Reflection and Questions**
   o *What was it like?*
   o *What did you do reasonably well?*
   o *What were you uncertain or confused about?*
   o *What do you worry you did not do well?*

2. **Highlight Strengths First**
   a. Praise risks taken in sharing their work
   b. Reinforce strengths: what, specifically, went well

3. **Assume a Wondering, Exploratory Stance**
   a. Asks questions about what practitioner was thinking and feeling
   b. Explores their underlying rationale, assessment, and conceptualization ("wondering" together)

4. **Offer 1-2 Most Important Suggestions for Improvement**
   a. Prioritization important
   b. Balancing being direct and diplomatic are important; framing is everything

5. **Lead Conversation about Goal Setting**
   a. What specific goal make sense next
   b. What will you both do to help that goal be attained

6. **Debrief the Process**
   a. How was this for the supervisee?
   b. What could be improved to maximize development?
   c. Set time frame for the next observation

EFFECTIVE FEEDBACK

- Provide soon after observation occurs
- First attempt to elicit self-reflection
- Affirm strengths (4:1 ratio)
- Prioritize the most important corrective feedback to give (4:1 ratio)
- Frame weaknesses developmentally when indicated (normalize)
- Provide behaviorally specific suggestions using descriptive, objective language
- Ask supervisee to engage with and evaluate your feedback
- Praise and record progress, setting a specific next goal

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FEEDBACK "DOSING" OPTIONS

Low risk/Lower control

↓

High risk/Higher control

- Allow for "natural consequences"
- Offer information
- Offer a weak suggestion
- Offer a strong suggestion
- Make a direct order
- Intervene directly with client or colleagues

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5-Competency-Based Student Evaluation Student

Field instructors are asked to submit an evaluation of their student at the end of each semester. For each competency, field instructors are asked to complete an anchored 3-point scale among 4-6 dimensions as well as to assign an overall competency score on a 5-point scale. Whenever possible, appraisal must be anchored by evaluation of the identified deliverable products and observed practice. Because there is pervasive halo bias in our profession, we ask field instructors to read the behavioral descriptors carefully and not to assign a score if it is not fully met.

In addition to completing the quantitative scores, field instructors are asked to provide detailed qualitative information about student strengths and accomplishments and to provide specific feedback on how the student could improve.

A SHARP STICK CALLED TRUTH

The dream begins with **a teacher who believes in you**, who **tugs and pushes and leads you to the next plateau**, sometimes poking you with a sharp stick called **'truth'**.   --Dan Rather

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COMPETENCY RATING SCALE FOR FOUNDATION MSW FIELD EDUCATION

1. **Engagement with Individual, Families, Groups, Organizations, and Communities:** Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients and/or constituents to participate in clinical services and/or administrative projects.

		Improvement Needed		Competence		Mastery
a.	o	Unable to introduce self, role, and purpose clearly	o	Introduces self, role, and purpose clearly	o	Clearly, concisely, and persuasively introduces self, role, and purpose
b.	o	Difficulty eliciting or understanding client and/or constituent perspectives	o	Employs effective interviewing skills, elicits perspectives, and demonstrates understanding	o	Quickly able to elicit client and/or constituent perspectives and to demonstrate nuanced, highly accurate understanding
c.	o	Unable to alter approach for different individuals and/or contexts; does not demonstrate cultural humility	o	Recognizes the importance of difference and often adjusts approach for different individuals and/or contexts	o	Quickly adjusts approach to fit a wide range of diverse people and contexts, balancing humility with confidence
d.	o	Often perceived as less than authentic, genuine, empathic, collaborative, and/or capable	o	Mostly perceived as authentic, genuine, empathic, collaborative, and capable	o	Consistently perceived as authentic, genuine, empathic, collaborative, and capable
e.	o	Unsuccessful at forming effective working relationships	o	Usually forms an effective working relationship	o	Almost always forms highly effective working relationships

2. **Consultation, Coordination, and Collaboration:**   Obtains information from a variety of collaterals, constituents, and/or other formal or informal sources; Integrates collateral information into an effective and coordinated service and/or project plan.

		Improvement Needed		Competence		Mastery
a.	o	Unable to obtain information provided by a variety of collaterals, constituents, and/or sources	o	Obtains general information from most collaterals, constituents, and sources	o	Obtains the most relevant information from all key constituents and/or sources
b.	o	Does not integrate collateral information into assessment	o	Integrates most of the collateral information received into the assessment	o	Integrates the information, even if conflicting, into assessment in a complete, nuanced way
c.	o	Develops hostile or antagonistic relationships with some collaborators	o	Develops effective relationships with collaborators from different disciplines, communities, and perspectives	o	Exhibits ability to lead partnerships with a wide range of collaborators from different disciplines, communities, and perspectives
d.	o	Does not provide effective input into service or project plan	o	Provides helpful information to collaborators, coordinates, and/or advocates	o	Provides instrumental information to other collaborators in a persuasive way

3. **Assessment of Individuals, Families, Groups, Organizations, and Communities:** Collects, analyzes, and applies relevant information and develops relevant, well-formed goals to guide the effective delivery of clinical services and/or the effective execution of administrative and planning projects.

		Improvement Needed		Competence		Mastery
a.	o	Overlooks key factors on individual, familial, organizational, community, and/or social levels	o	Considers factors on multiple levels including individual, familial, organizational, community, and/or social levels	o	Selects the most critical factors on multiple levels including individual, familial, organizational, community, and/or social levels
b.	o	Ignores or undervalues the client system's experience of diversity including poverty, oppression, and discrimination	o	Considers key diversity factors including poverty, oppression, discrimination, and/or spirituality	o	Thoughtfully considers the most relevant diversity factors including subtle factors like micro-aggression
c.	o	Unable to organize and analyze assessment information	o	Organizes and analyzes assessment information sufficiently	o	Efficiently organizes, analyzes, and condenses assessment information
d.	o	Draws spurious or inaccurate conclusions that are likely to lead to ineffective intervention	o	Draws conclusions that are mostly well-founded and well-supported for the purpose of guiding effective intervention	o	Draws accurate, nuanced conclusions for the purpose of driving highly effective intervention
e.	o	Unable to establish goals that are relevant to the client system or systems; may impose personal or majority values	o	Identifies goals that match the values, interests, and needs of clients, constituents, and/or other sources	o	Consistently establishes goals that are highly relevant to clients, constituents, and/or other sources
f.	o	Identifies goals that are vague, difficult to measure, and/or unattainable; fails to identify goals	o	Identifies goals that are mostly specific, measurable, and /or achievable	o	Consistently selects goals that are specific, measurable, and achievable

4. **Intervention Planning and Implementation:** Selects intervention methods to support goal acquisition based upon assessment, the best available evidence and/or knowledge, and client or constituent preferences. Evaluates and modifies implementation so as to maximize the likelihood of reaching the intended outcome(s).

		Improvement Needed	Competence	Mastery
a.	o	Does not understand and/or is uninterested in identifying intervention approaches supported by available evidence	o Considers available evidence to guide approach including practice wisdom and research and client or constituent preferences	o Critically appraises and applies the best available knowledge from research and/or practice wisdom to guide the intervention plan
b.	o	Unable or unwilling to execute activities that support goal acquisition and fit the context	o Selects activities, techniques, and/or intervention methods that generally support goal acquisition and fit the context	o Selects the best available and most impactful and relevant activities, techniques, and methods
c.	o	Does not gather feedback or establish or review indicators; does not modify approach	o Periodically gathers feedback from key sources, reviews basic indicators, modifies, and discusses	o Consistently elicits feedback from key sources, reviews key indicators, synthesizes, modifies, and communicates
d.	o	Avoids thinking about or planning for transitions	o Thinks about and plans for endings in advance, anticipates most needs	o Thoroughly plans for endings and transitions from the beginning, anticipating and meeting all needs so as to maintain progress
e.	o	Fosters dependency when unnecessary or unhelpful	o Promotes appropriate level of independence and/or sustainability	o Actively fosters independence and/or sustainability

5. **Systemic Intervention:** Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, policy, and/or community contexts for the purpose of improving the delivery of social work services to vulnerable populations.

		Improvement Needed	Competence	Mastery
a.	o	Lacks interest in understanding the laws, regulations, and social and economic policies that impact the agency	o Appears interested in and knowledgeable about the relevant laws, regulations, and social and economic policies that impact the agency's delivery of services	o Demonstrates a high degree of knowledge about and passion for policy practice as a way to improve outcomes for vulnerable populations
b.	o	Responds to situations individually without seeing the bigger picture, patterns, or trends	o Recognizes patterns and trends particularly related to adverse outcomes for vulnerable populations; seeks to understand	o Forecasts emerging trends and/or thinks of innovative ways to prevent or intercept social problems
c.	o	Lacks interest in collecting or analyzing data or information related to program or community-level effectiveness	o Is aware of and/or interested in collecting or analyzing data or information related to program or community-level effectiveness	o Demonstrates a high degree of passion for collecting and analyzing data or information related to program or community-level outcomes
d.	o	Does not engage with others about policy change	o Participates in discussions about how policies could change to improve outcomes for vulnerable populations	o Makes significant contributions to changing policies through collaboration with key stakeholders
e.	o	Unable to identify or discuss how agency could improve or modify approach	o Considers and recommends how agency could improve or modify its approach	o Works with a variety of partners and stakeholders to actively modify agency's approach and improve outcome attainment

6. **Communication:** Communicates verbally and in writing in an organized, complete, appropriate, and timely manner. Delivers communication in an effective manner given its purpose and context.

		Improvement Needed	Competence	Mastery
a.	o	Verbal communication is late, absent, disorganized, incomplete, aggressive, or delivered ineffectively	o Verbal communication is mostly timely, organized, complete, appropriate, and effective	o Verbal communication skillfully presents information in a complete, organized, concise, and persuasive manner
b.	o	Struggles with attunement to nonverbal communication; unaware of sending nonverbal communication that may impede communication	o Generally attuned to nonverbal communication and adjusts nonverbal communication to improve delivery	o Demonstrates exceptional attunement to nonverbal communication and skillfully adapts nonverbal communication to support persuasive delivery
c.	o	Written work is not completed to standard and requires excess time, multiple revisions, and/or contains inappropriate language or information.	o Written work (client records, reports, email etc.) meets standards related to quality, appropriateness, and timeliness	o Written work is exceptional in its appropriateness, quality, clarity, comprehensiveness, tone, brevity, and timeliness
d.	o	Unable to adapt communication style according to purpose, situation, or context; may lack diplomacy and cultural humility	o Often adapts style and delivery of communication to fit a diverse array of persons, situations, and contexts	o Consistently demonstrates superior diplomacy, cross-cultural, and/or cross-situational effectiveness
e.	o	Client or administrative project needs go unmet because of failure to communicate	o Communicates sufficiently to most affected parties to ensure smooth service delivery, project implementation, and/or transition	o Makes certain client or administrative project needs are well-communicated

7. Professional Ethics: Considers and applies the professional code of ethics for social workers so as to recognize ethical conflicts and arrive at principled decisions.

		Improvement Needed	Competence	Mastery
a.	o	Unable to recognize or manage personal values or biases	o Able to recognize most ethical dilemmas, review standards, and initiate consultation	o Provides others with consultation and training on key ethical values and principles
b.	o	Unable to tolerate ambiguity and/or to engage in appropriate resolution strategies	o Able to tolerate ambiguity and discomfort so as to initiate instructional and consultation processes regarding sensitive topics	o Accepts ambiguity and fully engages in consultative conversations about highly sensitive matters
c.	o	Unable to identify or discuss diversity and social justice factors including oppression, privilege, power, and discrimination	o Identifies and discusses relevant diversity and social justice factors including oppression, privilege, power, and discrimination	o Highly aware of and initiates conversations about relevant diversity and social justice factors in a sophisticated manner
d.	o	Makes decisions that are reflexive, secretive, and/or unethical	o Able to openly weigh, consider, and balance competing needs and arrive at a principled decision	o Consistently resolves complex dilemmas through a reasoned, principled, and interactive process

8. Professional Conduct: Demonstrates professional behavior in accordance with standards identified by the school, agency, community, and profession.

		Improvement Needed	Competence	Mastery
a.	o	Falls below standards of professional behavior for agency context; poor attendance or punctuality, inappropriate appearance; and/or insufficient preparation for tasks	o Meets standards of professional behavior for agency context including attendance, punctuality, appearance, and preparation for tasks	o Seen by others as a role model for professional behavior including attendance, punctuality, appearance, and task preparation
b.	o	Lacks sufficient capacity to plan, prioritize, organize, manage time, and/or meet deadlines; may be disorganized and/or inefficient	o Generally demonstrates reasonably good planning, prioritization, time management, and organizational skills; meets most deadlines	o Demonstrates exceptional planning, prioritization, time management, and organization skills; always completes work in advance or on time
c.	o	Struggles with recognizing and/or managing intense reactions such as anxiety, sadness, and/or anger; makes reactive decisions	o Maintains professional judgment, integrity, and behavior even when experiencing personal or emotional reactions	o Appears consistently able to remain composed when facing intense situations and demonstrates the ability to calm others
d.	o	Demonstrates poor judgment related to communication, interpersonal behavior, and/or boundaries	o Displays consistently good judgment related to communication, interpersonal behavior, and boundaries in most situations	o Displays consistently excellent judgment related to communication, interpersonal behavior, and boundaries well even in difficult situations
e.	o	Unable to maintain constructive collegial relations	o Able to maintain constructive interpersonal relations with colleagues in most instances	o Handles conflicts with colleagues in a highly skillful, diplomatic, professional manner

9.   **Professional Growth and Development:** Takes responsibility for learning and demonstrates initiative. Receives, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development, life-long learning, and leadership development.

		Improvement Needed		Competence		Mastery
a.	o	Approaches learning in an overly anxious or overly confident manner	o	Demonstrates an appropriate level of initiative and independence	o	Challenges self with diverse assignments that are within reach
b.	o	Fails to sufficiently review own work; lacks insight	o	Able to reflect on thoughts, feelings, values, strengths, and challenges related to performance	o	Consistently demonstrates rigorous self-reflection and high levels of accurate insight
c.	o	Appears personally wounded by feedback and responds defensively or with helplessness	o	Receptive to suggestions and accepts constructive feedback when offered	o	Consistently invites feedback from others and demonstrates high levels of emotional maturity and responsiveness
d.	o	Unwilling or unable to correct performance at expected rate	o	Demonstrates observable improvements at expected rate	o	Consistently integrates feedback and improves performance at a faster than expected rate
e.	o	Strives only to meet the minimum standards	o	As mastery advances, seeks out additional learning challenges	o	Always approaches challenges and consistently pursues leadership opportunities

Please note that the rating scales for second year students are based on slightly different anchors based upon their area of specialization and the expectation of advanced (i.e. beyond foundation) learning.

PROVIDE YOUR GLOBAL RATING
ON EACH COMPETENCY

Considering the above items (i.e. the components) and other relevant factors, how would you rate the student's overall level of competence related to *assessment*?

1	2	3	4	5	Unable to Assess
Not Competent		Competent		Exceptional Mastery	

- Assign a number to the nearest .50 increment

SUMMARY COMMENTS AT END

- Please provide comments in the comment boxes that include specific, observable behaviors the student has demonstrated to you that indicate competency development

Student strengths or accomplishments: Jane demonstrated excellent capacity to engage the children she was assigned to assess. She demonstrate persistence and creativity, seeming able to connect with children that even experienced providers had difficulty getting to talk. She was able to elicit quite a bit of speech from a client who was selectively mute in part because of her improved comfort with silence.

Specific ways student could enhance or improve competency in this area: Although parents reported that their children were extremely fond of and positively impacted by Jane, she appears to heavily prefer working with children to their parents. Over the year I did see her improve her ability to engage the parents and natural supports of the child but would encourage continued enhancement in her engagement skills with adults and other meso-systems that critically shape children's lives and development.

OVERALL GRADE RECOMMENDATION

FIELD INSTRUCTOR'S GRADE RECOMMENDATION
Note: If you are uncertain about which grade to recommend, please check the "Request for Consultation" box and your assigned field consultant will contact you.
☐ SATISFACTORY A satisfactory grade recommendation indicates that the student's overall learning and performance are proceeded at an appropriate rate without apparent problems.
☐ UNSATISFACTORY An unsatisfactory grade recommendation indicates that the student's overall learning and/or performance has been deemed unacceptable.
☐ REQUEST FOR CONSULTATION I have concerns about the student's overall learning or performance and would like to speak to the assigned field faculty member to assess these concerns before making a grade recommendation.

We greatly appreciate your reaching out to your assigned field faculty member as soon as you have concerns about a student's behavior. If you are not certain a student is progressing satisfactorily, we can confer with you and help you to complete an accurate evaluation and develop a plan to address your concerns. As field faculty, we are the instructors of record for field placement and reserve the right to make final grade determinations.

In most cases, we ask you not to terminate a student's placement without a discussion with us and an opportunity to interact around your concern. Similarly, we commit to not ending a student's placement without communication with you.

6-Relevant Policies and Procedures

Student Stipends or Wages

We strongly encourage agencies to provide students with either a stipend, work study, or wages during their internship. During 2019-2020, nearly 50% of students received a stipend or wage with the average amount being $5,000. Berkeley Social Welfare Field Faculty are happy to discuss this directly with you and your Agency Director. When grants are being written or program budgets developed, we are willing to write strong letters of support. In our own grant-writing and fund development, we also support agency-based student learning and build in fellowships and stipends for field placement whenever possible. Given the cost of living in the Bay Area and tuition, students are increasingly factoring stipend awards in their placement planning processes. We do recognize that agencies invest considerable time, energy, and resources into their training programs and that agency budgets are often very constrained.

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 fourth week of September and end the last week of April or first week of May. Students must complete a minimum of 325 hours and often complete 400 or more.

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 two eight-hour days to attend mandatory field seminar 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 a minimum of 575 hours and often complete 700 or more.

Students are generally expected to have the same schedule as an employed professional would in your setting in terms of start and ending time and designated lunch and other breaks. That said, we also want to make certain that they are not expected to put in excessive overtime, particularly as they have other educational and personal demands upon them and are not employees who are paid competitive wages.

The School of Social Welfare deliberately schedules academic and field days separately to avoid conflicts. Students are generally not allowed to miss academic classes because of field placement obligations. Students are allowed to petition for an alternate field schedule as long as does not affect their ability to enroll in or attend regularly required and desired elective courses and is approved by their field agency and field consultant as part of the Learning Agreement. Schedule adjustments are only approved on a semester-by-semester basis as academic schedules change each semester.

Allowable Absences, Notification Policy, and Coverage Arrangements
Students are allowed the equivalent of 2 weeks of sick leave per academic year (first year students are entitled to 4 days, and second year students to 6) that do not need to be made up. Absences beyond this must typically be made up. Some students may be approved in advance for additional accommodations based upon circumstance particularly in the context of COVID-19. 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, in February and March). As mentioned above, second year students are also excused for the equivalent of two eight-hour days 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 their duties are covered before their 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. In general, we ask that field agencies accommodate the religious needs of our students by altering the student's schedule of service.

Student commitment to field education generally supersedes other obligations they may hold including graduate student researcher or instructor positions, fellowship programs, and 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 designated break periods (usually three weeks from mid-December to early January and a 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.

Attendance Policies in Times of Labor-Management Disputes

In the event that a field agency is experiencing a severe dispute between labor and management such as in the event of a strike, student attendance at field education may not be possible. In general, the student should confer with his or her Field Instructor, the Agency Training Coordinator, and Field Consultant to determine the most appropriate course of action. If labor action is likely to disrupt the student's access to learning activities and appropriate educational supervision and instruction, then students are not allowed to be at placement until such time as access to learning activities and instruction can be reinstated.

Students who miss field placement due to labor disputes and are not able to do meaningful work remotely still fulfill the minimum service time commitment. If the labor dispute persists for a protracted period of time and another comparable placement is available, the School reserves the right to re-place the student so that they may complete their education in normative time.

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 School accepts time verifications when first semester progress reviews and final evaluations are due.

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 prerequisites for eligibility for field education, and consequently, a pattern of excessive absence or lateness will affect eligibility for field education and/or ability to complete the field placement.

If the Field Consultant has reason to believe that field instruction is not occurring regularly, meeting the minimum requirements of one hour per week, this will be addressed directly and privately with the Field Instructor. Because of the

centrality of the educational supervision time, we insist that Field Instructors keep their agreed-upon time commitments to students even though we know they are exceptionally busy.

Even if students experience unexpected health or life events, we cannot exempt them from the total time requirements needed in field education to be eligible for degree conferral. We will, however, work with them to identify a range of possible strategies to enable degree completion in light of their personal circumstance.

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 including coverage under our group liability insurance policies.**

Field-related Conflicts and Problem-Solving Methods

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, and/or incompatible expectations 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 as part of 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.

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, their ability to complete course assignments that are often based on field experiences, and their ability to progress along normative timelines for degree conferral. This may result in students receiving an

Incomplete grade, and also require them to make up the days during the summer, which could pose a hardship both in commitment of time and additional tuition costs.

Many students who have had difficulties in their field placement later report that they learned 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 required.

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 a serious and irresolvable conflict between the student and the agency Field Instructor, serious breaches of ethical conduct on the part of the student or agency, unsatisfactory performance by the student, the loss of a qualified Field Instructor, closure or reorganization of the agency, and/or the student's withdrawal from field education for personal or medical reasons. Short of these circumstances, 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 should involve the student, the Field Instructor, the Field Consultant, and the Director of Field Education. Generally, this decision is made after a joint conference among the student, Field Instructor, and Field Consultant. Although the School generally requests that agencies not terminate a student before the above-described consultation process occurs, Field Instructors, agencies, and Field Consultants hold the right to terminate a placement. Students, however, are not allowed to terminate placements and must work with their assigned Field Consultant on their concerns. Students who refuse to continue in placement without approval of their Field Consultant are likely to receive an unsatisfactory grade and face additional consequences as the field practicum is a required course and cannot be dropped without advance approval of the instructor of record.

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 make consistent, good faith efforts to resolve professional concerns or conflicts may be subject to academic consequences. 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 are typically completed:

1. The Field Consultant requests and reviews a written evaluation from the Field Instructor of the student's performance up to that point, shares that evaluation with the student, and allows at least one week's time for the student to respond in writing, if desired.
2. If the student's performance is deemed deficient or problematic by the Field Instructor, the Field Consultant will initiate a consultation process usually involving the Director of Field Education. 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.

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 being placed on academic probation and facing dismissal if the concerns are not resolved by the following semester. 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 even if they were successful during parts of the experience. If and when students who receive an unsatisfactory grade are permitted to repeat field requirements, they will usually be assigned to a well-established placement with an experienced Field Instructor by their Field Consultant. In addition, insertions 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 Field Instructors and Field Faculty

Conflicts are also to be expected between Agency Directors, Training Coordinators, Field Instructors, and Field Faculty. We hold different roles, our organizations have slightly different missions, and we often respond to situations that include many complex variables which we may appraise differently. Whenever possible, we ask for differences of opinion to be addressed in a candid and respectful manner. If they cannot be resolved directly, Field Instructors are encouraged to contact the Director of Field Education. If the matter is still not resolved directly, Field Instructors are encouraged to contact the Dean of the School. We remain committed to an honest and respectful relationship with you and your agency.

Selection and Approval of Field Placements and Instructors

Selection and Approval of Field Agencies

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 Berkeley Social Welfare, related accreditation guidelines, and in addition, to meet the learning goals and needs of our MSW students.

The criteria for approval as a Berkeley Social Welfare field agency are as follows:

1. The agency must be committed to offering ongoing, educationally sound training which fits well with the profession and related values and ethics of social work;
2. A substantial part of the agency's clientele and the majority of the students' client systems must represent vulnerable, at risk, and/or diverse individuals, families, groups, organizations, and/or communities;
3. The services offered must be relevant to, effective with, and responsive to these various client or constituent systems;
4. The funding auspices of the agency should be largely public; if the agency is a private non-profit, it should receive substantial funding from public funds or have referral relationships with government agencies;
5. A Field Instructor meeting the School's requirements must be provided;
6. The Field Instructor must have sufficient time to provide a comprehensive orientation to agency practice, a minimum of one hour per week of formal on-site field instruction is expected, and thorough evaluation of the student's competency progression; in addition, the agency must grant field instructors release time to work with students and to attend training activities offered by the School;
7. The agency must have appropriate safety and risk reduction policies in place, and must orient students to these policies and uphold them;
8. 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 all of the levels of social ecology (individuals, families, groups, organizations, and communities) commensurate with graduate student learning so that students may practice and meet generalist and/or specialist competencies;
9. The agency must provide a safe workspace and other necessary supports (such as clerical assistance, access to a desk, computer, phone, 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 and to work with the university and school to offer reasonable accommodations to eligible students;
11. The agency must be able to provide the student with formative and summative bases related to identified competencies based upon observation and/or review of deliverable products (i.e. student self-report is an insufficient basis for evaluation);
12. The agency must be willing to collaborate extensively with assigned Field Faculty, to communicate needs and concerns, and to respond to communication and feedback in a timely, professional manner; and
13. 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, clearly post information and application materials on the school's website, hold webinars to discuss school requirements and expectations, and review external applications twice annually.

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 field faculty observations during in-person site visits and phone consultations with the agency and/or field instructor.

Students are required to submit to the School an end-of-year placement evaluation where they provide feedback on their agency experience which is used for purposes of quality assurance and improvement. We provide field agencies and instructors with both affirmation of their assets and with recommendations for continued improvement.

Selection and Approval of Field Instructors

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

1. A Master's degree from an accredited school of social work.
2. A minimum of two years of postgraduate work experience in the area in which they are instructing.
3. An ongoing commitment to competency-based, professional social work education.
4. Knowledge of the agency, its policies and procedures, and its relation to the community. In general, this includes secure employment by the agency for a period of 12 months and success at their assigned tasks.

5. A commitment to participate in annual trainings and related professional development activities and to work with the Field Faculty throughout the field education process.
6. A commitment to abide by the NASW Code of Ethics, especially as it pertains to field education roles.
7. A commitment to fulfill time commitments relating to orienting, instructing, and evaluating assigned students following school policies and using the school's competency-based tools.

To establish their eligibility, prospective field agencies submit an online application and attach a copy of their professional resume. In addition, we typically interview new field instructors during an initial virtual consultation or visit to confirm they meet the full criteria and that they understand the responsibilities they are undertaking and our key policies and procedures.
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. In this instance, we first consider whether a comparable agency-based placement who can assign a qualified field instructor is available for the intended student. When this is not the case, we then 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 faculty or affiliates may 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 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 or both of their 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. 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 in some situations.

We often ask students to interview for other types of field placements concurrently so that they have fully considered the comparable educational benefits they are foregoing.

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 another educational placement of full length.

In exceptional circumstances, the Director of Field Education may approve a student to complete both of their placements in one agency where they also been employed. This generally involves consideration of the student's career goals, the type of agency, the variation and quality of learning assignments available for both placements, and a comparative analysis of the benefits of other available placements that may enrich and broaden the student's graduate learning.

7-Additional Resources for Field Instructors

Online Resources:

Berkeley Social Welfare, Resources for Field Instructors:
https://socialwelfare.berkeley.edu/academics/field-education/resources-current-field-instructors

The Field Educator: An Online Journal Promoting Knowledge Exchange Among the Field Educator Community
http://fieldeducator.simmons.edu/

The Social Work Podcast: Providing information on all things social work, including practice, research, policy, education... and everything in between hosted by Jonathan Singer, Ph.D., LCSW.
http://socialworkpodcast.blogspot.com/

inSocial Work Podcast: Engaging practitioners and researchers in lifelong learning and promoting research to practice and practice to research; featuring conversations with prominent social work professionals and interviews with cutting-edge researchers.
https://www.insocialwork.org/

Organizations:

Council on Social Work Education (CSWE): a national association of social work education programs and individuals that ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being, and social and economic justice.
https://www.cswe.org

National Association of Social Workers (NASW)
Administration and Supervision Specialty Practice Section:
https://www.socialworkers.org/Careers/Specialty-Practice-Sections/Administration-Supervision

Books:

Bogo, M. (2010). Achieving Competence in Social Work through Field Education. Toronto, ON. University of Toronto Press.

Falendar, C.A. & Sharanske, E.P. (2016). Supervision Essentials for the Practice of Competency-Based Supervision. Washington, D.C.: American Psychological Association.

Hawkins, P. & Shohet, R. (2012). Supervision in the Helping Professions (4th edition). New York: McGraw Hill/Open University Press.

Kadushin, A. & Harkness, D. (2014). Supervision in Social Work (5th edition). New York: Columbia University Press.