

CSUSM Employment-Based Internship Criteria

CSUSM's MSW program may permit a field placement in an organization in which the student is employed if the student and the agency meet all the criteria below and if approved by the Department of Social Work. The following criteria must be met for the student to be considered for an employment-based internship (EBI). Please note, agencies may have different policies regarding employment-based internships.

1. Before pursuing an EBI, students must consult with their employer about employment-field placement policies and procedures and obtain direct supervisor and program director/CEO approval.
2. Students must be in good standing at the agency and approved for an EBI by the agency. The field placement must allow the student to participate in activities that link directly to the nine CSWE social work competencies. This may or may not be in the same setting as the student's current work.
3. Students in their Foundation year field internship must be employed a minimum of 24 hours per week and advanced year internship students must be employed a minimum of 28 hours per week. If the student's hours are reduced below this minimum, they may be at risk of losing the employment-based internship.
4. Student assignments and employee tasks only qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program, such as Title IV-E competencies) and level of practice (generalist, specialized/advanced).
5. **Students must submit a monthly log to their field faculty that clearly indicates how the hours completed for the month directly link to the nine social work competencies.**
6. The student must be in good standing at CSUSM with satisfactory GPA and without Statements of Concern or Corrective Action Plans in the past year.
7. The student must have been employed by the fieldwork site for a minimum of 90 days, must be past the probationary period and with satisfactory performance before submitting an EBI proposal.
8. The Agency must provide a field supervisor who is different than the student's employment supervisor.

9. A field supervisor is defined as an individual with a Master's in Social Work (MSW) from a CSWE accredited program with at least two years of full-time post-MSW experience, or another professional with a similar degree and level of experience (MFT, Clinical or Counseling Psychologist).
10. The field supervisor must agree to provide a social work perspective to the student's field education experience. The field supervisor must agree to allow the student the space and permission to be a learner. In other words, the student's role as a student should be prioritized along with their learning and skill development.
11. The agency must be willing to establish an affiliation agreement with the School of Social Work if one does not already exist.
12. The agency supervisor must complete the supervisor application and complete the required annual training.
13. The agency must allow the field supervisor to attend field education training and to have sufficient time to provide the minimum of at least one hour/week of supervision for the student. Supervision must focus on learning, skill development, and competency development. This hour of weekly supervision is in addition to the supervision the student may receive in their role as an employee.
14. The agency must be willing to allow the student/employee to attend classes and have an educationally focused field placement experience.
15. The agency must be able to provide a generalist placement experience if the student/employee is applying for the first/foundation placement. If the agency provides a second/advanced year placement, it is necessary to provide a placement experience that allows the student to participate in advanced-level graduate social work activities.
16. **The student and the agency agree to notify the Department of Social Work immediately regarding any changes in employment or duties or layoff so that that the student can be assisted in locating an alternate placement if appropriate.**
17. The EBI application must be received by the deadline specified. Once the application is submitted, it will be reviewed, and a response will be given as soon as possible to indicate whether the placement has been approved. A site visit may be required as part of the application review process prior to determining approval.
18. If the application request is approved and granted, the student is aware and in accordance with Departmental policies, that they will use the employment site for field practicum for one academic year only. The Title IV-E MSW Child Welfare

Program may have exceptions to this policy. The student consults with the Title IV-E Coordinator for further details. Additional exceptions may be granted on a case-by-case basis, such as significant shortage in the agency requiring unique skills provided by the student.

Note: If the situation does not meet ALL of the criteria listed above, the student does not qualify for a field practicum internship at their employment site. If the student requires additional information, please consult with CSUSM Department of Social Work, Director of Field Education.

Completing the *Employment-Based Internship* application does not guarantee approval of utilizing the field education site for internship. All *EBI* applications must be approved. Some agencies may not provide sufficient opportunities or tasks that can be linked to all nine competencies. In this case, the application may not be approved.

Students applying for *EBIs* MUST still submit their agency choices and other requirements by the due date(s).

The student, field supervisor, agency supervisor, and the Agency Director/CEO agree to guidelines above in order for the student to approved for an employment-based internship.

Student Signature

Agency Field Supervisor Signature

Employment Supervisor Signature
(if different than field supervisor)

Agency Director/CEO

CSUSM Employment Based Field Placement Application

Students will complete and submit this application at this link:

https://csusm.co1.qualtrics.com/jfe/form/SV_7VsoNc9oEtfQMnQ

Please use this template to formulate your responses that you will copy into the linked survey above.

Application Deadline for 3-year program 1st year internships: February 15

Application Deadline for 2-year program 1st year internships: May 30

Application Deadline for 2nd year internships: January 15

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| Student Name: |
| MSW Cohort: |
| CSUSM Student ID#: |
| Agency Name: |
| Agency Address: |
| Agency Phone Number: |
| Current Employment Supervisor Name: |
| Current Employment Supervisor Email and Phone Number: |
| Proposed Field Supervisor Name: |
| Proposed Field Supervisor's Email and Phone Number: |
| Credential(s) of Proposed Field Supervisor: Length of time each credential has been held by field supervisor: Length of time field supervisor has been employed at the agency: |
| Has this supervisor attended a CSUSM Field Educator Training within the past two years? Yes No Plan to attend this year |
| Has the student or supervisor obtained approval from the employer for an employment-based internship, including the direct supervisor and the director of the program? Yes No (if not, please not proceed with this application until this step has been completed) |

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| Description of client population served and scope of services: |
| Student's job title: |
| Length of student's employment at the agency: |
| Length of time employed in current position: |
| Have you ever been disciplined at your agency for any performance issues? Yes No Please explain: |
| Please provide a description of your current work responsibilities and how they relate to the CSWE competencies (Foundation internships focus on Generalist Practice Indicators, Advanced internships focus on Specialized Practice Indicators): |
| Please provide a description of other new activities your employer plans to add to help you perform MSW level work informed by the CSWE competencies (Foundation internships focus on Generalist Practice Indicators, Advanced internships focus on Specialized Practice Indicators): |
| Please attach a scan or photo of the signed signature page (p.3) of the Employment-Based Internship Policy document. |

CSUSM MSW Generalist Practice Indicators and Advanced Generalist Specialized Practice Indicators (2015 EPAS)

| Competency | Generalist Practice Indicators (GPI) | Specialized Practice Indicators (SPI) for Advanced Generalist Practice |
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| 1. Demonstrate Ethical and Professional Behavior | 1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4) use technology ethically and appropriately to facilitate practice outcomes; and 5) use supervision and consultation to guide professional judgment and behavior. | 1) Seek critical feedback from multiple sources and demonstrate openness and self-reflection to facilitate autonomous practice. 2) Effectively manage professional boundary issues arising in the course of work, particularly ambiguities presented by highly involved and potentially emotionally triggering aspects of the work. 3) Develop and sustain effective relationships with interdisciplinary team members, including doctors, nurses, law enforcement, teachers, substance abuse treatment staff and others, that reflect clear understanding of their role as a social work professional. |
| 2. Engage Diversity and Difference in Practice | 6) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7) present themselves as learners and engage clients and constituencies as experts of their own experiences; and 8) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | 4) Use practice methods that acknowledge and respect the reciprocal relationship between diverse individuals and the various systems with which they interact (including, but not limited to: family, community, child welfare, school/educational, criminal justice, behavioral health, and health systems). 5) Effectively respond to dimensions of diversity and difference in practice. |
| 3. Advance Human Rights and Social, Economic, and Environmental Justice | 9) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 10) engage in practices that advance social, economic, and environmental justice. | 6) Recognize the effects of stigma, oppression, discrimination, and historical trauma on client and client systems to advance social justice. 7) Demonstrate effective leadership, informed by context and setting, to empower individuals, organizations, and communities. |
| 4. Engage In Practice-informed Research and Research-informed Practice | 11) use practice experience and theory to inform scientific inquiry and research; 12) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and 13) use and translate research evidence to inform and improve practice, policy, and service delivery. | 8) Clearly communicate research findings and implications, as well as their applications to social work practice. 9) Demonstrate the integration of research evidence with practitioner expertise and client/constituent context. |
| 5. Engage in Policy Practice | 14) identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; 15) assess how social welfare and economic policies impact the delivery of and access to social services; and 16) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | 10) Advocate with and inform stakeholders, administrators, and policy makers to influence policies that impact client services. 11) Use evidence-based practice and practice-based evidence to promote policies that advance social and economic justice. 12) Build coalitions and collaborative relationships that improve and enhance services. |
| 6. Engage with Individuals, Families, Groups, Organizations, and Communities | 17) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and 18) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | 13) Apply knowledge of strengths, risk factors, vulnerabilities, and resiliencies of clients and/or larger systems to advanced generalist practice. 14) Demonstrate an applied understanding of intrapersonal, relational, and systemic factors when engaging individuals, families, groups, organizations, and communities. 15) Apply effective and appropriate communication, coordination and advocacy with other providers and interdisciplinary teams to address mutually agreed upon goals. |

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| 7. Assess Individuals, Families, Groups, Organizations, and Communities | 19) collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 20) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 21) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and 22) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | 16) Engage in flexible and ongoing assessment that is responsive to the unique needs, strengths, and limitations of clients and constituencies. 17) Utilize assessment data from all relevant parties and include appropriate screening and assessment tools as part of a comprehensive assessment. |
| 8. Intervene with Individuals, Families, Groups, Organizations, and Communities | 23) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 24) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 25) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 26) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and 27) facilitate effective transitions and endings that advance mutually agreed-on goals. | 18) Implement collaborative, client-centered, culturally appropriate, and evidence-supported interventions. 19) Engage in strengths-based interventions at all levels that are guided by the principles of recovery, wellness, and resilience. |
| 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | 28) select and use appropriate methods for evaluation of outcomes; 29) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and 31) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | 20) Utilize a structured process to evaluate practice and promote change. 21) Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based treatment models as they inform practice and apply them to the needs of individuals, families, and communities. |