

# **Social Work Program**

## **Field Education Manual**



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## **Preface**

This field education manual provides a description of the Social Work program field education at Central State University. The objectives of this manual are to:

- Aid in orienting students and field instructors to the structure and mechanics of field placements
- Inform all parties of the expectations and responsibilities of the students, agencies, and the university.

CSU Social Work Education Program is a four-year program that has been admitted into candidacy for accreditation from the Council of Social Work Education (CSWE).

The field education manual serves as a guide for the university's social work students, faculty, and agency field instructors. It sets forth the requirements, expectation, roles, and responsibilities of parties listed above.

The social work educational program is designed to prepare competent and effective social work professionals who are committed to providing service to a diverse population of clients. Social Work education is a disciplined profession requiring specific bodies of knowledge, values and professional skills. Education of the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice.

Additionally, the manual seeks to describe and define the relationship of the field experience to the social work curriculum. This manual guides the total field experience as we strive to enhance the quality and substance of experiences for practicum students. We further seek to assist students in:

- strengthening their knowledge
- broadening social work skills
- developing beginning social work practitioners

The responsibilities of the content in this Manual may be changed periodically to reflect revisions in the program's policy and procedures and to ensure continued congruency between current social work practice and the students' effective learning experiences. Also, included in this manual are copies of **ALL** field placement forms.

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## **Introduction**

The Social Work Program located in the College of Humanities Arts, and Social Sciences is responsible for developing a Social Work Program utilizing CSWE standards and expectations as the primary building block for the program.

The social work program has a liberal arts foundation encompassing social, biological and behavioral sciences. The liberal arts perspective enhances the student's understanding of the person-in-the-environment concept. It emphasizes the acquisition of knowledge, ways of thinking, and modes of communication that reflect a nonjudgmental view of people and society and the respecting of diversity in people and cultures. The liberal arts foundation will assist students in thinking critically about society, people and their social problems. Students gain knowledge- about social, psychological, political and economic alternatives of human behavior and of diverse cultures, social conditions, as well as various social problems. Social Work Education has its classroom components. The pre-major portion includes the liberal arts preparations and the major course areas. These courses will take place after formal acceptance into the Social Work Education Program. Within the professional education program there are the selected social work courses, as well as the distinctive field education component.

The field education experience is an integral part of social work education. The practicum is a daytime; educationally directed program of field instruction under the supervision of a University Faculty Field Coordinator which offers students an opportunity to acquire skills in social work practice and to test the theories and principles learned in the classroom. Competent field instruction and adequate hours spent in the field are crucial to the success of the educational program and in acquainting social work students with the competencies needed as well as the opportunities available in becoming a professional social worker. Field instruction is engaged in by students in a community social service agency with supervision by experienced social workers. The social work field education encompasses one agency field experience and one weekly field seminar class designed to aid students with their professional development. At Central State University, the Faculty determines students' readiness for the field education courses.

While enrolled in Field Education, students will engage in actual practice within the limits of the course description for respective Field Education courses-SWK 4595 (Comprehensive Social Work Seminar) and SWK4596 (Field Practicum). These are what distinguish Central State University's Field Education courses.

First, CSWE requires that social work students have a minimum of 448 hours of Field Education in a supervised placement. There are approximately 13-15 weeks in a semester, we have opportunity for added flexibility in our program. Over the course of one semester our students have the opportunity to achieve more than 448 hours of Field Education. The Field Coordinator and student will work together to assure a complete and meaningful Field Experience. Our program is geared toward the student achieving 448 hours.

For the Field Practicum (SWK 4596) the student completes 448 daytime hours in a supervised field experience. This experience is concluded within a 13-15 week period. To accomplish the hours required, the student schedules approximately thirty-two hours per week in the Field

Placement. Students are not to schedule more than eight hours per day in an agency. The actual schedule is established by the student and the Field Instructor and approved by the Field Coordinator.

The field education component is only offered in fall and spring semesters as dictated by need. To enroll in field education, the student must have completed all the prerequisites for field education courses. The student must also have approval of the program director and the field coordinator.

The Field Coordinator has administrative responsibility for Field Education. The responsibilities include planning for students' field experiences, securing and approving agency placements, assigning final grades, conducting field seminars for students and field instructors, constructing field calendars, and serving as principle liaison between the Social Work Program and field placement agencies.

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### **Competencies for Students in Agency Placement**

1. Develop familiarity with agency policy and case records.
2. Develop understanding and use of the supervisory process.
3. Demonstrate an ability to manage workload independently.
4. Demonstrate an understanding of the social worker's role and can demonstrate including the integration of the Social Work Code of Ethics into his/her own practice.
5. Conduct an interview skillfully.
6. Demonstration ability to develop and implement an intervention plan, whatever the size of the client system.
7. Demonstrate the ability to effectively terminate with clients and evaluate intervention.
8. Demonstrate an understanding of and the use of community resources.
9. Demonstrate effective writing skills.
10. Demonstrate an ability to work effectively with clients and colleagues who are members of diverse populations (i.e. - racial 'and ethnic minorities, sexual orientation)

**Note:** There is no grade or hours of credit extended to the student based on life experiences, work or volunteer experiences.

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## Identified Program Goals

1. To prepare students for beginning generalist social work practice with a strengths perspective
2. To provide students with the ability to integrate the knowledge, values and skills of the social work profession into competent practice with individuals, families, groups, organizations and communities.
3. To develop the ability of students to work with diverse clients who represent populations with diverse circumstances, needing adherence to social service delivery systems.
4. To facilitate the development of the core values and ethics of the social work profession.
5. To prepare students to understand and to address issues pertaining to social and economic justice, including poverty, oppression racism and discrimination.
6. To prepare students to sustain their effectiveness by instilling the value of continuing professional growth and development.

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**Mission Statement:** The mission of the Central State University Social Work Program is to “develop beginning, competent generalist social work professionals, focusing on enhancing abilities to integrate the knowledge, values, and skills of the social work profession in order to become ethical practitioners with individuals, families, small groups, institutions, organizations and communities. Graduate of the program will complete a curriculum that will enable them to meet the needs of diverse populations, who are economically oppressed, promote the principles of advocacy, self-determination and social justice, while implementing a strengths perspective. The program includes:

- knowledge and skills in the liberal arts and the generalist perspective
- an emphasis on diversity, global awareness, and social justice
- values and ethics of the social work profession in actual practice situations with clients.
- analyzing policies and service delivery systems
- providing service to the profession and the local community
- demonstrating oral and written skills
- identifying and understand the importance of human diversity in respect to culture, sexual preference, race, gender, age, and physical impairment
- utilize appropriate research for evaluating practice and understanding problems
- identify and mobilize community resources to facilitate the intervention process in social work practice
- becoming a change agent/leader within the community
- preparing for graduate education/licensure exam
- engage in faculty/student research, scholarly activities, and service

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## **Profession's Purpose**

The profession purpose, as stated in the CSWE Educational Policy and Accreditation Standards, is the following:

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

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## **Curriculum**

The primary objective of the social work curriculum is to prepare students for entry-level professional practice. Students are provided opportunities for the study and development of generalist knowledge of social work skills, values, and ethnics required of professional social workers.

The social work professional foundation curriculum has a specific sequence of courses designed to help students acquire knowledge and skills, engage in philosophical inquiry and critical thinking in a manner that enhances their capabilities as developing social work professionals. These foundation courses address the concept of values, ethics, diversity, populations-at-risk and social and economic justice, human behavior and the social environment social welfare policy and services, social work practice research and field instruction. The content courses, along with Field Practicum, are designed to provide students with a broad and comprehensive theoretical knowledge base integrated with practical experience.

Graduates of the program may seek beginning level social work employment or pursue graduate study. Students who plan to major in social work may take the introductory courses and are considered pre-social work majors until they are formally accepted into the program. Transfer students must meet with a social work adviser to determine acceptable transfer courses for the social work major.

The major in social work consists of 49 credit hours. Students apply for admission to the program after completing SWK 1100 and SWK 2200 with a grade of "C" or above. To be accepted into the program, students must have a cumulative grade point average of 2.5 or better. To continue in the Social Work Program, students must maintain a cumulative grade point average of 2.5 in the core social work courses. Students must have a cumulative grade point average of 2.5 or better to graduate with a degree in social work. Students who fail to earn a "C" or better in all social work

courses must repeat the courses and will not be permitted to enroll in the field practicum course until they have done so. The social work practicum consists of one semester designed to provide students with appropriate practice experiences to ensure their professional development.

The social work faculty will determine students' readiness for the Field Seminar course. Students must complete a formal application to the program at the end of their sophomore year and after completion of the two required introductory courses in social work. Students are also expected to have completed the required courses in English. Applications for the Social Work Program are located in Room 311, Wesley Hall. The applications are reviewed by the Social Work Faculty, and students may also be interviewed prior to final decisions. Course offerings and departmental policies regarding requirements for majors are subject to continuous review and may be changed.

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### **Degree Requirements**

Bachelor of Arts in Social Work - All general graduation requirements and the special requirements for the Bachelor of Arts are: 1) a minimum of 49 credit hours in Social Work to include the following courses: SWK 1100, 2200, 3011, 3012, 3406, 4201, 4202, 4203, 4595, 4596, SOC 2206, and 2800; 2) as part of the General Education Natural and Physical Science requirement, a student must take 7 credit hours from two (2) different disciplines, one (1) of which must include a lab. Social Work majors must select BIO 1500 (Environmental Science with Lab) as one of their choices; and 3) two semesters of a foreign language are required for Social Work majors earning a B.A. degree.

*Bachelor of Science in Social Work* - All general graduation requirements and the special requirements for the Bachelor of Science are: 1) a minimum of 49 credit hours in Social Work to include the following courses: SWK 1100, 2200, 3011, 3012, 3406, 4201, 4202, 4203, 4595, 4596; SOC 2206 and 2800; 2) as part of the General Education requirement, a student must take 7 credit hours from two (2) different disciplines, one (1) of which must include a lab; and 3) Social Work majors must select 1310 1500 (Environmental Science with Lab) as one of their choices.

### **Social Work**

SWK 1100. Introduction to Social Work - The course introduces students to social work as a profession, practice settings for social workers are explored, and various practice roles are examined.

SWK 2200. Introduction to Social Welfare - Examines the history and organization of social welfare in the United States; the historical and cultural foundations of how societies have developed social welfare services; and contemporary issues that may have some impact on social welfare services.

SWK 3011. Human Behavior and the Social Environment 1- Examines human development and social functioning from infancy through adolescence. Major theories on human development are presented; specialized content on cultural diversity and special populations is presented: and

students are provided information on how the family, social networks, groups, and communications may influence human development and social functioning.

SWK 3012. Human Behavior and the Social Environment II - Examines human development and social functioning from adolescence through adulthood. Major theories on human development are presented; specialized content on cultural diversity and special populations is presented; and students are provided information on how the family, social networks, groups and communities may influence human development and social functioning at each stage of development. Prerequisite: SWK 3011.

SWK 3320. Social Services and Issues for Older Adults - Critically examines the social, psychological, and physiological aspects of aging: focuses on special problems of aging with a developmental disability and other disabilities that may occur with the aging process; identifies social services for the aged and the service delivery role of practitioners.

SWK 3330. Social Work in Health Care Services - Examines current policies in service delivery; considers issues of interdisciplinary collaboration in health care, the impact of illness on family functioning, the availability of physical and mental health care services, and the ethical dilemmas of social workers in health care systems.

SWK 3406. Social "Welfare Policy and Services - Examines societal value orientations and influences on the formation of policies and programs, and the use of scientific knowledge and skill in policy analysis. Specific policies and programs are critically examined.

SWK 4201: Generalist Practice 1 - This first course in the generalist practice sequence is designed to help students develop and apply basic knowledge and skills in problem solving, communication techniques, individual and family needs assessments, planning, implementation, evaluation, and termination of services intervention in practice with individuals and families.

**Prerequisites:** SWK 3011 and SWK. 3012, and must be accepted Social Work major.

SWK 4202 Generalist Practice II - This is the second course in the generalist practice sequence. The course is designed to provide theory and skill development in group dynamics for generalists social work practice. Content focuses on group formation, communication, member roles, group functions and theories for understanding human behavior and the process of small group dynamics in the helping process.

**Prerequisites:** SWK 1100, 2200, 3001, 3012, 4201 and must be an accepted Social Work major.

SWK 4203. Generalist Practice III - This is the third course in the generalist practice sequence. This course introduces students to generalist practice intervention with organizations and communities. Students are exposed to various concepts and dynamics of intervention with these systems. Special attention is given to providing content that reflects treatment of ethnic minorities, women, and other disadvantage groups.

**Prerequisites:** SWK 4201, 4202 and must be an accepted Social Work major.

SWK 4420. Child and Family Services - Examines historical and current basic policies, programs, and practices in child and family services. This course considers the relationship among federal, state, and local laws which influence policy and the impact on clients as well as social workers responding to social service systems.

SWK 4595. Comprehensive Social Work Seminar - This Capstone course is taken in conjunction with SWK 4596. The course is designed to provide an opportunity for field students to convene and discuss their field experiences, and includes the critical integration and demonstration of knowledge and skill acquired during their social work education. **Must be taken concurrently with SWK 4596.**

SWK 4596. Field Practicum - This course is taken with SWK 4595. Students will have a weekly supervised field experience in an agency or social service organization approved by the Social Work Program. The field education experience provides opportunity for the student to learn and to apply acquired knowledge. Students are in the field four days a week and must participate in a concurrent weekly seminar. Students must complete daytime hours between 8-4pm or 9-5pm Monday-Thursday. CSU social work field education experience operates as a daytime program.

**Prerequisites: SWK 4201, 4202, 4203**

### **Required Ancillary Courses**

Sociology 2206: Statistics for Social and Behavioral Sciences This course focuses on descriptive statistics such as the frequency distribution, measures of central tendency, measures of variability, percentiles and percentile ranks, the normal distribution, correlation, and the meaning of statistical inference.

Sociology 2800: Methods of Social Research focuses on the logic and basic principles of sociological research. Emphasis on qualitative research designs such as field, unobtrusive and participant observation and single subject. Construction and use of "schedules" and questionnaires are presented:

In addition to the above required courses, social work students entering the program after Fall 2005 are required to take the following courses: Introduction to Sociology (SOC 1105), Introduction to Psychology (PSY 1200), Critical Thinking (PHI 2240), Environmental Biology (BIO 1500) and Cultural Anthology (SOC 1111).

### **Social Work Electives**

SWK 3320: Social Services and Issues of Older Adults examines the social, psychological, physiological and aspects of aging; focuses on special problems of the aging population; focuses on social services for the aged; and the role of practitioners serving the aged.

SWK 3330: Social Work in Health Care Services examines current policy issues in service delivery; considers issues of interdisciplinary collaboration in health care, considers the impact of illness on family functioning and the availability of health care services, considers the ethical dilemmas of social workers in health care systems.

SWK 4420: Child and Family Services examines historical and current basis for policies, programs, and practices in child and family services. The course considers the relationship among federal, state, and local laws which influence policy, the impact on clients and social workers and responding service systems.

For detail descriptions of the above courses please see the Central State University catalog.

### **Prerequisites and Preparation**

Admission to field education is accomplished in phases. The student must be in good academic standing with the University and the Social Work Program. All necessary academic prerequisites and requirements must be completed. Applicants for the field education component must complete and return the Application for Field Education.

Students' are eligible to apply for the Social Work Field Practicum if you:

1. Must be accepted in the Social Work Program
2. Earn at least a 2.50 cumulative GPA
3. Have completed **ALL** course work

Beyond these prerequisites, the student must complete Field Placement application. Application may be obtained by Field Placement Coordinator.

It is strongly recommended that students obtain direct experience in one or more settings as a volunteer prior to their field education experience. This can produce direct knowledge of agencies, clients, and feelings about social work.

Student placements need to be arranged with the Field Placement Coordinator in the semester preceding the semester placement. A student interested in applying for field placement should attend the informational meeting held for this purpose each semester and contact the Field Coordinator or the program office for application forms.

### **Academic Requirements**

CSU Social Work field experience is a daytime program and will not offer any evening and/or weekend field experience.

A minimum of 448 clock hours of field work is required. Students are required to work eight (8) hours a day, thirty-two hours a week (Monday-Thursday 8-4pm or 9-5pm). Field Practicum is worth twelve (12) credit hours. Field Practicum is graded on the scale of Satisfactory (S) or

Unsatisfactory (U). In addition, the student must register for Field Seminar and complete the requirements of the two-credit course.

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**CORE COMPETENCIES AND PRACTICE BEHAVIORS**

At the completion of the program the students will be able to demonstrate the Core Competencies and practice behaviors as identified by the Council on Social work Education (2008).

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**PROFESSIONAL IDENTITY:**

Identify as a professional social worker and conduct oneself accordingly.

- advocate for client access for the services of social work;
- practice personal reflections and self –correction to assure continual professional development;
- attend to professional roles and boundaries;
- engage in career-long learning; and
- use supervision and consultation

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**VALUES AND ETHICS:**

Apply social work ethical principles to guide professional practice

- recognize and manage personal values in a way that allows professional values to guide practice
- make ethical decisions by applying standards of the National Association Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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**CRITICAL THINKING:**

Apply critical thinking to inform and communicate professional judgments

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

families, groups, organizations, communities and colleagues.

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**DIVERSITY:**

Engage diversity and difference in practice

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power,
- view themselves as learners and engage those with whom they work as informants.

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**HUMAN RIGHTS AND SOCIAL JUSTICE:**

Advance human rights and social and economic justice

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

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**RESEARCH:**

Engage in research-informed practice and practice-informed research

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

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**HBSE/THEORY:**

Apply knowledge of human behavior and the social environment

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

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**SOCIAL POLICY:**

Engage in policy practice to advance social and economic well-being and deliver effective social work services

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

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**PROFESSIONAL CONTEXT:**

Respond to contexts that shape practice.

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

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**PRACTICE:**

Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities

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**PRACTICE: Engagement:**

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

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**PRACTICE: Assessment:**

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

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**PRACTICE: Intervention**

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

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### **PRACTICE: Evaluation**

- social workers critically analyze, monitor, and evaluate interventions.
- know the purpose, history and major functions of a variety of social and human services, private and public agencies.
- cite the various roles i.e., broker, advocate educator, that social workers assume in the practice situation.
- apply the significance and impact of Social Work Values and Ethics in social work practice.
- identify and discuss barriers or service limitations that impede the delivery of client services.

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### **NONDISCRIMINATION POLICY**

The Social Work Program strongly adheres to the Central State University Statement on Nondiscrimination and the principles of the National Association of Social Work (NASW) Code of Ethics in all respects. Further, the Social Work Program recognizes and values the rights of all individuals and groups to choose their political and sexual orientation. Consequently, the Program avows to conduct all its transactions with students, administrative support personnel, faculty and field personnel without regard to political or sexual orientation, race, color, gender, age, creed, ethnic or national origin or disability.

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### **FIELD PRACTICUM**

Field Practicum at Central State University is an integral component of social work education based on the Program's mission, goals and objectives. Field Placement provides an educationally directed, broad-based agency practice setting where students can achieve the program objectives to meet program goals. Students are assisted in developing and applying knowledge, values, and skills that will prepare them for graduate school participation or generalist entry level social work practice with the general population, African American and other diverse client systems at the micro (individual), mezzo (groups), and macro (communities, organizations) levels of intervention.

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### **Description of Field Practicum**

Over the years, social work education has maintained its focus on classroom and field experience in the preparation of students for professional social work practice. Field Placement is a structured practicum in which the student is assigned to a social service agency.

At Central State University, the Social Work Curriculum provides a Field Placement Course, SWK 4596) and Seminar SWK 4595 which are taken as a one semester course. To complete

requirements for Field Placement students are assigned to the same agency for four full days during the semester. The cumulative hours for both courses must total 448 clock hours for 12 course credit hours.

The agency's Field Instructor will develop the student's working schedule in accordance with the operating hours in the agency. The student's work schedule cannot be adjusted arbitrarily. The Field Instructor, with the concurrence of the Field Coordinator can alter the student's work schedule. In most instances, students should complete a minimum of 32 hours per week.

Supporting the agency field experience, a weekly seminar is held and is designated as SWK 4595, Field Instruction Seminar. The seminar is a required activity and the segment of the Field Placement component that facilitates the integration of classroom knowledge and field practitioner experiences. Maximum participation by the students is required. There is an emphasis on collaborative learning for professional development through the use of case presentations, review of journal log entries, role-plays, required conferences and workshop attendance.

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### **Field Placement Goals and Learning Objectives**

Based on programmatic goals, Field Placement is created to provide educationally directed, broad-based agency practice settings where students can be assisted in developing and applying skills for generalist entry level social work with diverse client system at the micro (individual), mezzo (groups) and macro (communities, organizations) levels of intervention.

The Social Work Program Objectives are adhered to in the Field Instruction learning objectives. These objectives reflect the liberal arts base, with an emphasis on effective communication and analytical thinking and through demonstration of proficiency in verbal and written communication. Adhering to The Council on Social Work Education's Curriculum Policy Statement the program promotes human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all people, the infusion of content on populations at risk, social work values and ethics, diversity, and social and economic justice, as well as the integration of content in the major foundation sequence are intrinsically infused throughout the overall objectives for Field Instruction (CSWE Handbook of Accreditation Standards and Procedures, revised 2008.). Specific learning objectives are delineated for the Field Instruction sequence.

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### **FIELD PRACTICUM SELECTION PROCEDURES**

#### **Student Preparation for Entry to Field Education**

The preparation for the placement of students in field practice sites is a process that requires planning and collaboration among and between the Field Coordinator, the Social Work Faculty, the student and the agency Field Instructors. During the semester prior to enrollment in SWK 4595

Field Seminar and SKW 4596 Field Placement, the student expecting to enroll in field education for the upcoming semester will schedule an appointment with her/his assigned advisor in the Social Work Program to review her/his academic progress toward successful completion of all courses required through the junior year. If all course requirements are met, the advisor then recommends the student for Field Placement. The student then completes and submits an application for field placement to the Field Coordinator. Field Practicum Application will allow the student to identify three placements sites.

After receipt and review of the field application, student will participate in all activities with the Field Coordinator to discuss student choices of practice or agency interest.

In most cases, social work placements in SWK 4596 will be supervised by "Master of Social Work" or "Bachelor of Social Work" degreed persons.

The student must receive affirmative recommendation for placement from the Field Placement Coordinator. When the application is approved the student will receive instructions to call the agency Field Placement Supervisor for a selection interview. Before a placement can be affirmed, the student must participate in an interview with the agency Field Placement Supervisor. Following that interview, the Agency may accept or decline the student for placement.

### **Steps in Qualifying for Field Placement**

In order to enter into the senior year of study, students should:

- (1) Complete all general education courses and all social work courses through the junior year, as described in the College Catalogue and be in good academic standing
- (2) Achieve a 2.5 Grade Point Average (GPA) in social work courses with the exception of those social work courses designated as electives
- (3) Achieve a cumulative overall of 2.5 GPA
- (4) Complete and submit an application of Field Education
- (5) Meet with the Field Coordinator
- (6) Attend a mandatory meeting with the social work faculty advisor prior to the close of the semester prior to field placement for advisement, clearance and initial recommendation to the Field Education Program.

The student will be certified as eligible to participate in field education and will complete agency interviews. The Field Coordinator will designate the initial selection of the placement. Students will be given the opportunity to express concerns about the placement to the Field Coordinator. An initial orientation/training workshop will be provided for field students by the Social Work Program on the Central State University main campus.

The following diagram provides a view of the field education process.

Application to field education



Placement selection

Orientation	↓
Developing a learning contract	↓
Fifth week evaluation	↓
On-going conferences	↓
Midterm evaluation	↓
On-going conferences	↓
Final evaluation	↓
Conclusion of placement	↓

### **Description of the Steps in the Placement Sequence**

- Application to Field Education  
The student completes the formal application for field instruction and submits to the Field Coordinator.
- Placement selection  
This is the identifying of possible placement sites and making the arrangements for that to become the student placement site for a semester.
- Orientation  
The process whereby the student becomes more familiar with the placement. The student learns more of the people within the setting and the culture of setting. Also, the student is getting comfortable in the agency setting.
- Learning contract  
The Social Work Program provides the field education learning contract. The student and field instructor discuss the learning contract and how it will be implemented during the semester. This contract is signed by the student and the field instructor and becomes part of the student's record.
- On-going conferences  
There will be a minimum of a weekly conference between student and Field Instructor. The purpose of the conferences will be to obtain feedback on performance and progress with the learning contract.
- Fifth Week Evaluation  
The student is evaluation on his or her functioning at this point in the agency setting. Forms are provided for the evaluation.

- Midterm evaluation  
Ninth week (9<sup>th</sup>) of the semester, the Field Instructor provides the student a written evaluation of performance. Field forms are provided. A copy of that evaluation is provided to the Field Coordinator for approval and filing.
- On-going conferences  
A minimum of weekly conferences are held between student and Field Instructor for the purpose of feedback on performance and the integration of classroom material and field experience. These conferences also are used to aid in correcting any deficiencies that were identified at the midterm evaluation period.
- Final evaluation  
This is a written evaluation the student receives before departing the placement. Forms are provided. This is the evaluation indicating whether or not there was a successful field experience. This evaluation traces the student's progress toward competency as a beginning generalist practitioner. A copy goes to the Field Coordinator for determining the student's grade for the course.
- Conclusion of placement week  
This is the final phase of the placement experience. The process of withdrawing from placement is done. The student learns how to separate from the clients and workers with whom relationships were developed. Also, the student completes any necessary paperwork that may be required by the agency.

### **Selection of Field Placement Site**

The Social Work Program at Central State University assumes full responsibility for the development and administration of the Field Placement Program in cooperation with community agencies. Recognizing the contribution that field placement can make in providing learning experiences for social work students, a field setting is selected on the basis of its ability to provide opportunities for observation and the practice of entry-level social work. Fall selections of Field Placements are confirmed by June. Spring selections are confirmed by December of the fall semester.

### **Specific criteria required of the agency for students' learning include:**

- The agency Field Instructor will have assignments so adjusted that adequate time is permitted for Field Instruction and for appropriate participation in school activities which address development of the Field Instruction curriculum
- The program and methods of the agency should be clearly understood and its philosophy of service should be compatible with the values and ethics of

the social work profession.

- The agency's program should offer students a wide range of learning opportunities in accordance with the school and agency field education objectives including specific agency orientation and designated supervision conferences with the student and field instructor
- The agency should be able to provide appropriate space and supplies as deemed necessary for provision of services
- The agency should provide opportunities for students to participate in consultations, conferences, trainings, seminars, and staff meetings within the agency and the community
- The agency should provide reimbursement for travel incurred as a result of an agency assignment;
- The agency is expected to be in compliance with Title VI of the Civil Rights Law and the Americans with Disabilities Act (ADA) of 1990.
- The agency will provide a field setting for the student for the agreed upon time of one academic semester. The program will provide a contract between the University and the agency (see Appendix 5).
- The agency will serve as the instruction site for the one semester block placement. The site can change, if there are major conflicts that prohibit the student from functioning.

### **Selection of Field Instructors**

When selecting an agency Field Instructor, the Program looks for professionals who can teach, interpret, and represent the profession of social work for the student. Of utmost importance, is a belief and interest in the student's ability to make a meaningful contribution to the profession of social work. The Field Instructor must be committed to remain in the program in the capacity of instructor for time required for the placement.

### **The following criteria are used in selecting Field Instructors:**

- If the Field Instructor does not hold a social work degree, the Field Coordinator will provide additional direct oversight or enlist the services of a social work trained professional to provide supervision ensuring student access to the social work perspective. Demonstrated competence in practice
- Willingness to provide a minimum number of hours each week to supervision, support and guidance in the learning process

- Commitment to student learning in professional social work
- Willingness to carry out the objectives of the field experience, including the assignment of cases and tasks that are varied and meaningful.

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**Field Seminar Course Requirements (SWK 4595)**

In addition to the field work experience a weekly two-credit seminar with the Field Placement Coordinator is required for all field placement students (SWK 4595). Seminar course is designed to educate students to have a working knowledge of both individual and collective human behavior, and to have a firm grasp of the history of human service organizations, the development of the profession of social work, and the current role of social welfare institutions. Students completing these courses should have a thorough understanding of Social Work methods, including logical thinking, problem solving with individuals groups, communities and the processes of advocacy. They should be aware of their own feelings regarding the people and problems they will meet in professional practice and have the ability to work well with and relate professionally to peers and clients.

Students will use this course to discuss salient issues concerning integration of theory with practice. Attendance at seminars is essential to a successful field work experience and is required. Assignments in relation to the seminar are included in syllabus. Students are required to maintain a journal which briefly outlines the activities during each field day and his/her reaction to the placement. Emphasis should be on impressions and reactions to experiences, rather than simply a factual description. Students’ discuss confidentiality with the Field Placement Coordinator and are instructed not to use full client names or any identifiable references in either the journal or in class discussion. This journal will be reviewed by the Field Placement Coordinator and returned to the student.

**Students must obtain the required knowledge & skills as followed:**

- are competent to successfully enter the Social Work and Human Service Profession at the level of practice
- possess a working knowledge of both individual and collective human behavior, and who are prepared to assess and develop a plan of action for problems which they will face in their professional roles in micro and macro social systems;
- are sensitive to the individual and cultural needs of human beings and who are able to respond appropriately to these needs in professional practice
- have developed skills to communicate effectively with professional peers, community representatives, and persons from various community agencies; and
- have been actively involved with the faculty and agencies in planning, developing and delivering of services to client.

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**Appearance and Conduct**

On field days the students' appearance and general demeanor are expected to reflect their professional identification. Under most circumstances the type of clothing worn by agency staff will provide approximate guidelines.

Students have the responsibility for conduct consistent with professional values. They must also adhere to applicable agency personnel and policy procedures and regulations. The intern has an obligation to make a reasonable effort to learn about these procedures and regulations at the beginning of the field placement in an agency.

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### **Practicum Sites**

Practicum sites are located primarily in Dayton, Xenia, Fairborn and Springfield, Ohio. Placements are also arranged within a 30 mile radius of the University to facilitate liaison visits and supervision.

Students are expected to report to their practicum agencies no later than the first week of the semester. By the end of the second week of the semester, students are expected to submit the field learning contract signed by the student and the field instructor to the Faculty Field Coordinator. The contract identifies the educational competencies the student will demonstrate as part of pursuing the learning goals and provides criteria for evaluation of the learning.

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### **Responsibilities of the Field Coordinator**

The Field Coordinator is a member of the social work faculty. It is her/his responsibility to select possible field agency placement sites, confer with field instructors, and select students for the field placement. The Field Coordinator also is responsible for conducting or arranging workshops and seminars for Field Instructors. Seminars and workshops are designed to enhance the teaching contribution, assist in the integration of class and field, and assist in using tools for the evaluation of the student's performance. This position is administratively responsible to the Director of Social Work. More specifically, the Field Coordinator's duties are to:

- Administer the Social Work Field Education Program
- Use CSWE criteria as a guide, select placement sites and Field Instructors who are to assist students with their learning process.
- Develop policies, objectives, and procedures for Field Placement
- Monitor the placement of students
- Maintain cooperative partnerships with community practitioners

- Be a proactive liaison between the Social Work Program and agency-based Field Instructors
- Be familiar with and adhere to the NASW Code of Ethics
- Establish and convene a Field Advisory Council
- Facilitate an integrative field seminar for students involved in field education
- Assign students' final grade for the Field Education course.
- Negotiate all placement assignments
- Prepare students for placement and assigning students to field agencies
- Make a minimum of 2 visits per academic year to field agencies. There is an initial mid-term and a final evaluation visit. When the Field Instructor is not a professionally trained social worker the Field Coordinator will provide additional direct oversight or enlist the services of a social work trained professional to provide supervision ensuring student access to the social work perspective
- Maintain continuous contact with students and Field Instructors in order to assess student field performance and to assign a final grade
- Process input from agency personnel and students regarding needed changes in the curriculum
- Develop and conducting orientation sessions and other staff development activities for all Field Instructors and for students to discuss educational objectives of field placement and the objectives of the social work program
- Instruct the Field Practice Seminar
- Provide Field Instructor with a field education handbook, course outlines, evaluation forms, notices of relevant trainings and other pertinent materials
- Provide periodic revision and modification of the Field Education Manual
- Assign final grades for all students
- Promote open three-way communication among agency personnel, student, and the Field Placement Coordinator related to such areas as exploring innovative suggestions for improving aspects of the field experience, and dealing with issues and conflicts associated with the placement.

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## **Responsibilities' of the Agency in Field Placement**

The Agency is another pivotal element in the field education experience. A placement agency should be recognized in the community as a provider of quality, professional social services. An agency, when accepting students for Field Placement, accepts a responsibility for providing a setting which will provide an effective field education learning experience. The responsibilities of the Agency are viewed in the following manner. The Agency will:

### **The Agency Administrators are responsible for:**

- Allowing the Field Instructor adequate time to devote to student instruction. This includes time to attend training sessions provided by the educational institution as well as instructional and supervisory time with the student.
- Allowing and encouraging the student to participate in the agency to the greatest extent possible to facilitate the learning process. This includes having access to records and maximizing participation in staff meetings, case conferences, in-service training, and other appropriate activities.
- Providing adequate space, materials, and reimbursement for mileage required on the job.
- Providing learning experiences that ensure students' direct involvement with various client systems in a manner consistent with professional social work development.
- Providing learning experiences that allow students to work with a diverse group of client systems.
- Support the objectives of the field education learning contract and demonstrate commitment to the student's educational preparation
- Comply with the NASW Code of Ethics
- Assure that the student is given sufficient responsibility to fulfill developed learning objectives.
- Offer the student diverse learning experiences and activities with opportunities to work with individuals and families, groups, the community and/or other organizations
- Provide equipment, materials and support services to the student necessary to carry out student's responsibilities
- Allow students to have access to case records as needed to complete work activities.
- Sign University-Agency Placement Agreement

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### **Responsibilities' of Field Instructors**

To assure that the focus of the field experience is grounded in social work education, it is preferable that the Agency Field instructor has a Master's degree in social work, or a field instructor with a Bachelor's degree in social work with and a minimum of 5 years work experience can be substituted.

Supervision of a social work student by anyone other than the designated individuals would be considered highly unusual and will, require review and approval by the Social Work Program.

#### **The following includes responsibilities of the Field Instructor:**

- Be familiar with the social work curriculum and the objectives for field instruction
- Selecting with the student, a caseload/activities that are in keeping with the stated learning objectives
- Meeting with the Field Coordinator for periodic evaluations of the student and of the learning experience
- Scheduling weekly instructional/supervisory conferences with the student
- Providing written evaluations of the student as required with maximum participation by the student
- Providing a safe environment for the student to carry out field assignments
- Demonstrating an awareness of the content of courses previously and concurrently being taken by the student and helping the student apply the material
- Attending specified orientation/staff development sessions offered by the University's social work faculty Field Coordinator
- Notifying the Field Coordinator if an immediate or extended absence is anticipated
- Notifying the Field Coordinator if there is difficulties providing the student with adequate cases/activities or if other problems occur which affect the field experience
- Confer with the Field Coordinator a minimum of two times per semester about the student's progress.
- Inform the field coordinator immediately of any circumstances which will interfere with student's performance in the placement.
- Educating student to the purpose, function, policy, and goals of the agency
- Preparing evaluation reports on student progress
  - conducting supervisory conferences with the student
  - assist student in developing and fulfilling the student learning contract

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### **Responsibilities' of Students in Field Placement**

The demands of undergraduate Social Work/Social Agency education are intense because the education process not only involves academic competence but an additional investment of self in feeling and in practice. The intern must consider seriously the contractual nature of the obligations which are part of this experience.

- The student has an obligation to learn.
- The student has an obligation to fulfill commitments made to the agency.
- The student has an obligation to become a responsible member of the helping staff
- The student has an obligation to serve the client

This requires mature and professional conduct. Initiative and creativity are expected. The student learner is a most significant piece in the field education experience from initial placement to the completion of placement. The student must approach the experience in a mature and professional manner with a willingness to learn and be supervised.

**Students are responsible for the following:**

- Participate in the placement process
- Being punctual and dependable for Field Instruction activities
- Demonstrating an understanding of, and the ability to work within, the rules and regulations of the agency
- Performing all assignments given by the agency Field Instructor in an effective, humane and professional manner
- Completing all seminar requirements, to include active class participation and strict adherence to class attendance guidelines
- Providing their own transportation to and from the agency
- Maintaining the office hours of the agency unless otherwise arranged with the Field Instructor and the Field Coordinator
- Maintaining a field log that accurately reflects the activities and tasks performed in the agency
- Contracting with the Field Instructor, using the Field Instruction Learning Contract to meet the objectives of field placement
- Submitting required bi-weekly time sheets with the Field Instructor's Signature
- Participating in periodic evaluations with the Field Instructor and Field Coordinator and conducting an evaluation of one's own practice performance
- Developing interpersonal skills consistent with professional status
- Demonstrating conduct that reflects the values and Code of Ethics of the Social Work Profession
- In conjunction with the Field Instructor, develop activities to comply with the learning contract
- Carry out all assigned responsibilities in a professional manner according to the NASW Code of Ethics
- Arrange a placement time schedule with the Field Instructor. Students will observe the holidays and vacation breaks as established by Central State University
- Student must notify both the Field Instructor and the Field Coordinator of all emergency/sick absences on the morning of the absence

- Make up missed time to the satisfaction of the Field Instructor and the University. A minimum of 440 hours is required to complete the Field Instruction regardless of illness or holidays
- Arrange own transportation to and from the agency
- Maintain a journal of the field experience
- Actively participate in supervisory sessions and participate in conferences with Field Coordinator when requested.
- Actively participate in classroom seminar associated with the field education experience.
- Students are expected to take responsibility for arranging transportation to their field placements. Field Agencies are responsible for providing transportation for student if it is pertaining requirements for field placement (i.e. house visit or transporting clients). Agency is required to provide insurance for student & agency vehicle.

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**Liability in Insurance**

In order to begin field practice in an agency field site, students must be covered by professional liability insurance. The College retains the insurance for the student.

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**Remuneration**

The agencies are not responsible for payment of a wage, stipend or other financial remuneration to the student.

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**Reports and Evaluations**

Field instructors are required to provide, in cooperation with the student, mid-semester evaluations which provide a summary of the student’s field experiences and identify the progress being made by the student. The student’s learning contract for the semester should be completed and attached to the first evaluation.

The Field Coordinator may meet with the student and supervisor separately before meeting jointly; or the student and/or the Field Instructor can request a separate meeting prior to the joint meeting. (Students must be present at all of the field evaluation meetings.)

Although student performance is being continually evaluated through the placement experience, there are three points at which written formal evaluations are completed and shared with the student. The first evaluation is done at the fifth (5) week of the semester; the second evaluation is at the 8th week of the semester; and the third one is the final evaluation done during the last week of placement.

The completed field evaluation must be signed by the Field Instructor, the Field Coordinator and the student. The evaluation is then copied, with the Field Coordinator retaining the original copy and the other parties receiving copies. If the student disagrees with the evaluation, she/he should sign the evaluation indicating that she/he has read it, and file an addendum covering points of

disagreement. This addendum will be attached to the evaluation and become a part of the official record.

As part of the evaluation process, the Field Coordinator makes visits to the agency placement sites and to meet with the Field Instructor. Discussions with the Field Instructor' will include but is not limited to concerns such as:

- Student timeliness and consistency in their appearing/reporting to the placement setting
- Student timeliness in completing assigned activities or projects
- Student use of scheduled and unscheduled time
- Student effort to become acquainted with the agency
- Student preparation for supervision-questions, concerns, etc.
- Student willingness to be supervised
- Student efforts to become acquainted with issues that have significance to the population served
- Student demonstration of an understanding and ability to manage the paperwork that currently goes along with other responsibilities

**Discussions with the Field Instructor' will include but is not limited to concerns such as:**

- Student's suitability for social work as evidenced by items such as:
  - Empathy
  - Observant
  - Responsive
  - Communicative
  - Manifest a sense of caring for the well-being of others
  - Displays some sense of humor
  - Demonstration of a willingness to act on behalf of others

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### **Mid-Semester Evaluations**

The mid-semester report should address the student's progress toward goal attainment in the areas identified on the learning contract for Format for Specific Individual Goals for Field Placement – Learning Contract.

Both the student and Field Instructor will complete evaluations throughout the semester that assesses the field experience. The Field Instructor and student must complete a separate evaluation and then have a joint conference discussing evaluation.

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## **Final Semester Evaluation**

Final evaluation process involves a joint meeting with the Field Coordinator, the student and the Field Instructor.

The evaluation is completed using a structured evaluation form which gives the student an opportunity to complete a self evaluation prior to the field instructor completing the evaluation. The student will receive either an S=satisfactory or U=unsatisfactory to indicate their field performance.

Note that a student can earn a satisfactory performance but the instructor may indicate some reservation about the performance. Such concerns will be pointed out to the student and will be areas on which the student will work during the semester.

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## **Specific Guidelines for Attendance**

**The student should observe the following guidelines:**

1. Students are expected to be punctual and to observe the regular agency work schedule during the Field Instruction.
2. When students are absent or tardy for reasons beyond their control (personal illness or death in the immediate family), they must call the field instructor by 9:00 a.m. or the agency's opening time and give a reason for the absence or tardiness. If the Field Instructor is not available, a message should be left at the agency with a designated person or voice mail. The Field Coordinator must also receive notification from the student on the day of the absence.
3. Agency holidays that are not official college holidays and occur on field days do not have to be made up. (There may be exceptions to this guideline in specific settings such as public schools in order for students to satisfy the 400 course credit hours.)
4. Students are expected to follow the scheduled events and observance of holidays on the college calendar. Students are not expected to attend field on College holidays or designated holidays in the practitioner agency.
5. Students must be responsible for canceling appointments or arranging or planned activities to be handled when they are absent.
6. Students are responsible for making up missed time. The arrangements are to be in conjunction with the Field Instructor. The time is to be made up by the end of the semester or at any other period by special arrangement with the field instructor and the Field Coordinator.

7. Students are allowed one sick leave day per semester during the field assignment. This can only be used for personal illness or a death in the immediate family. Any additional days missed must be made up. Days missed because of inclement weather must be made up.

\*\*In case of inclement weather the student's presence in the agency depends on whether the agency is open.

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## **Grading and Evaluation**

The Field Coordinator is responsible for assisting Field Instructors with assignments that are in accordance with the educational goals of the students. The Field Coordinator determines the students' final grade in consultation with the Field Instructor.

Both the student and the Field Instructor have an integral part in the evaluation. Each has a particular level of responsibility in making on-going evaluation as an educational part of the practicum experience. The communication between the Field Instructor and the student should be at a certain level so the student can be aware of their performance at any given point in time. Concerns regarding performance should be discussed with regularly scheduled conferences between student and Field Instructor.

Students receive a 5<sup>th</sup> week, mid-term and final practicum evaluation. The specific dates of each evaluation are listed in the Field Education Calendar. Students are expected to participate in the evaluations. Each student is expected to review and sign the evaluation before it is submitted to the Field Coordinator. The student's signature does not denote agreement about the contents of the evaluation but rather opportunity has been given to read and discuss the evaluation with the supervisor. Students may submit a written addendum which may provide additional support or dispute the evaluation prepared by the Field Instructor. The written addendum must be reviewed and signed by the student and Field Instructor.

Field practicum evaluations are considered confidential information. The evaluation form is to be used only in relation to the student's work in the Field Practicum and is not used by the Social Work Program in submitting recommendations for student future employment. Students may receive a copy of the field practicum evaluation. Additionally, students are requested to evaluate the practicum experience.

Field agency placement grades are recorded as Satisfactory or Unsatisfactory (S=satisfactory and U=Unsatisfactory). The students' do not have the option of a letter grade (A, B, C, D, and F) or grading of pass/fail. The Field Instructor is responsible for recommending the final grade of each student and the Field Coordinator then assigns the final grade.

Grading will be determined based on satisfactory efforts with the following:

1. Completion of appropriate field experience evaluation documents.
2. Participation in Capstone Field Seminar course and completion of assignments.
3. Regular attendance at assigned field agency.

4. Adherence to learning contract

Upon concluding the field placement experience, the student will complete an evaluation of the field experience.

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**Repeating Field Instruction**

A student who has been terminated from Field Placement or who has an unsatisfactory evaluation in the field education course may wish to repeat Field Education. However, students who apply to repeat the Field Education must submit written documentation to the Field Coordinator that previous behaviors and/or skills deficits have been addressed. This documentation will be reviewed by the Social Work Program to determine if a second Field Placement is in the best interest of the student, the Social Work Program, and the field agency.

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**Grievance Procedures**

Grievance procedures are developed for students' use. Grievance procedures are designed to address non-academic concerns and other special circumstances that may occur on campus, in the field agency, or in the community. The procedure is outlined and must be followed in the order outlined below:

**Step 1.** Whenever there is a discrepancy, the parties involved should use every precaution to measure or resolve the matter.

The student with the grievance should, initially, discuss it with the appropriate individual (i.e. faculty member, Field Coordinator, if related to field issues). If the matter cannot be resolved at this level, the aggrieved person must inform the other party of his/her intention to proceed to the Director of Social Work Program or Department Chair within five working days. (This should be communicated in writing)

**Step 2.** The Department Chair will meet with the persons involved to attempt to resolve the matter. If a satisfactory solution cannot be reached at this level, the aggrieved person may request, in writing, that the Department Chair convene a hearing through the Social Work Student Grievance Committee. The letter should clearly state the reason for the hearing request and the disagreement with any decision that was made.

**Step 3. Hearing Procedure**

- A. The Department Chair will convene the Grievance Committee within five (5) days of receipt of the request for a hearing, and will notify, in writing, all persons involved regarding the time and place of the hearing.
- B. The Social Work Student Grievance Committee consists of the following persons:

- Two social work faculty (tenured and non-tenured)
  - Three students
- C. The Student will present his/ her case. All data and evidence should be presented in writing and may be supported with witnesses (if applicable).
- D. Following the presentation and discussions, the Grievance Committee will reach an agreement by consensus to either:
1. Uphold the previous decision;
  2. Reverse the decision; or
  3. Suggest alternative solutions.

Minutes of all appealed proceedings will be available and kept by the Director of Social Work or Department Chair for review by the student and/or persons concerned with the proceedings. Copies of final letters of notification of the decisions made by the Grievance Committee will be disseminated to the concerned parties and retained by the Director of Social Work Department Chair.

The Grievance Procedures are clearly articulated and disseminated to students during admission and advisement procedures. These procedures are clearly delineated in the Field Instruction Manual for the safety and well-being of parties involved. The Grievance Procedures are discussed and disseminated to Field Instructors in the Field Orientation Workshop.

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**Responsibilities for Resolving Conflicts in the Field Agency**

It is the responsibility of Central State University Social Work Program to resolve any conflicts without or prior to the Field Coordinator’s intervention. The Field Coordinator will intervene when she/he finds that the conflict continues in spite of the efforts to resolve it. She/he will also intervene when the conflict jeopardizes the educational experience of the student or functioning of the agency. The Field Coordinator should be notified, as well, for consultation with the student and/or Field Instructor on ways to resolve potential conflicts or areas of discontent.

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**Student Request for Transfer**

Students may request a transfer to another field agency with the sufficient cause being determined by the Field Coordinator. The student should submit in writing a request for transfer stating specific reasons for the request. Request should be submitted in triplicate (one copy for the student, one copy for the Field Coordinator, and one copy for the student’s permanent file). The Faculty Field Coordinator in consultation with, and with the approval of, the Director of Social Work or Department Chair will then make the decision for the transfer.

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**Corrective and Termination Procedures for Field Placement**

Field Instructors, Field Coordinator or Social Work faculty will initiate the following procedures once a problem is identified concerning a student's performance or behavior in the field that warrants corrective action or termination:

- The Field Instructor should immediately schedule a conference with the student to address the concern. The Field Instructor should then clearly identify the concern, provide supporting documentation and then actively engage the student in problem-solving a solution. The Field Instructor should document the outcome of the conference, provide a plan of correction for the student, and inform the Field Coordinator of the conference and outcome. This process should occur within 5 working days from the time the alleged behavior occurred. If the situation remains unresolved.
- The Field Instructor will develop a contract that documents the concern(s), a plan of correction, and a target date to resolve the concern(s). The student, the Field Instructor, and Field Coordinator will sign and retain a copy of this contract for it to be valid. A joint meeting between the Field Instructor, the Field Coordinator and the student will be scheduled if the concern continues beyond the target date. A conference will be scheduled to discuss the lack of resolution of the concern and the attempts to resolve it. If the situation remains unresolved
- The Field Coordinator will discuss with the Field Instructor the prospect of suspending the student from the placement for time not to exceed one week. During this time the student should not report to the placement. The Field Coordinator will then schedule a conference with the student and his/her faculty advisor to discuss the nature, duration and severity of the concern, the initial plan of correction, the contract and the impact of the situation upon the student's continued placement in the field. Copies of the contract will be disseminated to the Field Instructor, the student's faculty advisor, the student and a copy retained by the Field Coordinator. If the situation remains unresolved
- If corrective measures 1-3 have been initiated, and it is determined that the concern continues to be unresolved as a result of the student's failure to comply with the recommendations of the plan/contract, a request for termination from the field can then be initiated by any party, in writing, within five (5) working days of the initial identification of the problematic behavior. Any party can then initiate a request for the student's termination from the field.

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### **Termination Procedures**

Termination procedures may be initiated for any of the following behaviors; to include

behaviors/situations documented in the Central State University Social Work Program Student Handbook of Policies and Procedures, (revised Spring 2011).

Written notification of the request for termination, including specific reasons, is sent from the initiator to the other parties of the contract. Notice to the University is accomplished through the Field Coordinator. (The Departmental Chair, the Dean of the College of Arts, Humanities & Social Sciences, and the Field Advisory Council are informed that a student placement termination is being considered).

1. The Field Coordinator schedules separate conferences with all parties to discuss the circumstances of the termination request.
2. The Field Coordinator arranges a joint conference with the student and the Field Instructor to discuss and attempt resolving the issue(s) and/or arrange for the student's termination from the agency placement.
3. The Field Coordinator prepares a report, including recommendations, for review by the Director of Social Work.
4. The Director of Social Work, after consultation with, the Field Coordinator, and Social Work Faculty will affix the final decision. The range of options for the decision includes but is not necessarily limited to the following:
  - a. Award credit for field
  - b. Permission to withdraw without penalty
  - c. Award no-credit for field with the "F" grade in Field Seminar.
  - d. Award the "U"
  - e. Termination from field
  - f. Termination from Social Work Program.
5. The student will receive written notification of the decision. The Chair, the Dean of Arts, Humanities and Social Sciences, and the Field Advisory Council are notified. The decision becomes a part of the student's record.
6. Should a student not be accepting of a decision, they can appeal to the Chair and Dean of The College of Arts, Humanities and Social Sciences. See Student Handbook

**NOTE: Students are not penalized when their field practicum agency fails to meet conditions of the Affiliation Agreement, and a change in field placement is necessary.**

**Reason for termination:**

**Violations of the Social Work Code of Ethics such as:**

- Engaging in intimate (sexual/romantic) relations with a client, a client's family member, or field instructor and/or his/her designee.
- Acting in a discriminatory manner towards a client.

- Engaging in illegal behavior, (e.g. carrying or using a weapon, physical assault, theft, use or distribution of controlled substances), and aiding a client /coworker/student to engage in illegal activities.
- Falsifying documentation in agency records.
- Removing agency property/resources or intentional destruction of agency property/resources.
- Initiating physical confrontation with a client, client's family member, field instructor, or agency staff.
- Exploiting clients or clients' family
- Breaching client confidentiality
- Engaging in behavior that would constitute malpractice.
- Accepting or giving gifts.
- Exhibiting inappropriate or harmful behavior such as:
  - Lateness to placement without notifying the Field Instructor and Field Coordinator
  - Excessive Absences and absences from placement without notifying the Field Instructor and Field Coordinator.
  - Lateness in the completion of agency paper work.
  - Missing appointments with clients or Field Instructor without appropriate notification to the client or Field Instructor
  - Exploiting the agency by misuse of agency supplies/resources
  - Acting in an unprofessional or inappropriate manner while at the field agency on field business such as inappropriate display of emotions and/or displays of immature behavior.
  - Being under the influence of alcohol or other substances that alters behavior/judgment.
  - Exhibiting impaired functioning/reasoning due to use of alcohol or other substance.

- Dressing in an inappropriate/unprofessional manner.

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### **Withdrawal Procedures**

Withdrawal from Field Education is viewed in a similar but different manner. A student may request to be voluntarily withdrawn and receive a "W" grade when termination is likely or pending, because the student is failing to meet contract objectives, and/or is involved in a matter pertaining to the University, the Social Work Program, NASW Code of Ethics violation(s).

The student's request for withdrawal from Field Education will be reviewed by the Social Work Program Director, Field Coordinator, the Social Work Faculty, and the Field Instructor. The Field Coordinator submits a written recommendation on the final grade to be assigned to the student. The student who withdraws from the agency placement will also be withdrawn from the field seminar course.



## Social Work Program- Application to Field Practicum

Central State University's Social Work Program requires all applicants for admission to field practicum to complete the following application. Falsification or omission of information relevant to questions within this application may constitute grounds for denying you admission to the program or termination of your participation in the program if falsification or omission is discovered after your practicum begins. Further, after you have submitted the application, while your application is being considered, or while you are a participant in the program, if circumstances occur that would cause you to change and of your responses, you must then inform the Social Work Program Director of the situation.

The following questions within this application are asked about your required field site accommodations and strengths. If you have special needs, please include it with your field application and a letter from the CSU Disability Resource Center detailing any necessary accommodations. Note that we will require you to sign a consent form to release information in order to communicate this information with the agency.

Some field agencies require background checks to determine if you have been convicted of a felony or appear on a child abuse registry. The national registry and your driving record may also be requested. Please be aware that you may be asked to bear the cost (\$25 – 40) of these background checks. You may also be required by an agency to consent to a urine drug screen prior to beginning the field placement.

If you have *any* past criminal charges, please inform the Field Coordinator and consent to an open discussion. Some agencies may be prohibited from accepting you as an intern. Please keep in mind that a history with a drug or felony conviction may limit your options for placement. After three attempts with no success, you may have to reconsider your professional choices.

**STUDENT INFORMATION**

Last name:	First name:	Date:
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Local Phone:	Work Phone:	Cell Phone:
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Street address:
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City:	State:	Zip code:
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Email address:	Alternate email address:
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Emergency contact #1 name:	Phone #:
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Relationship to you:
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Emergency contact #2 name:	Phone #:
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Relationship to you:
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**I understand that CSU Social Work field experience is a daytime program and will not offer any evening and/or weekend Field Experience.**

**Hours must be completed Monday-Thursday from 8-4 or 9-5pm.**

I understand that I may not contact an agency independently to establish a field practicum.

Although the Coordinator will make every effort to honor the student's preference, the Field Coordinator makes the final decision regarding agency placement.

Signature:	Date:
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**CODE OF ETHICS**

I agree to adhere to the ethical principles as set forth in the Code of Ethics:

- Service above self-interest
- Social justice for vulnerable populations
- Respect for the dignity and worth of person's including understanding of cultural and ethnic diversity
- Importance of human relationships as a vehicle for change
- Acting with integrity
- Competence in professional knowledge and skills

I have read the attached agreement and understand the responsibilities stated therein.

YES  NO

Signature:	Date:
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**MUTUAL RESPONSIBILITIES AGREEMENT**

Although the Field Coordinator cannot guarantee a specific placement for anyone, efforts will be made to match individual needs with agency needs. A student may not contact an agency independently to establish a field practicum. Although the Field Coordinator puts a priority on educational goals, learning requests, diversity of students, agency location and transportation concerns, the Field Coordinator will make the final decision regarding agency placement. Field experience work hours are expected to vary with the agency but will adhere to daytime office hours. Read the attached agreement and check the box below to indicate your understanding.

I have read the attached agreement and understand the mutual responsibilities stated therein.  
 YES  NO

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

**Check the preferred level of Social Work target system(s) you prefer to work?**

- Micro: Individuals, couples & small families
- Mezzo: Families & groups
- Macro: Organizations, communities, Policy and legislative advocacy

**Check the preferred target age group you prefer to work?**

- Children (birth-8years)       Youth (8-12years)       Adolescents (13-21years)
- Adults (22-64years)       Senior Citizen (65 + years)

**What client population would you prefer to work with? Indicate your 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices for field placement:**

<input type="checkbox"/> Children Welfare	<input type="checkbox"/> Homeless	<input type="checkbox"/> Gerontology
<input type="checkbox"/> Veterans	<input type="checkbox"/> Youth/Adolescents	<input type="checkbox"/> Public/Mental Health
<input type="checkbox"/> Rehabilitation/ Developmental Disabilities	<input type="checkbox"/> Substances Abuse	<input type="checkbox"/> Battered women
<input type="checkbox"/> School	<input type="checkbox"/> Correctional Institutions	
<input type="checkbox"/> Community Organizations	<input type="checkbox"/> Specific ethnic group(s) (please specify which one(s):	
<input type="checkbox"/> Other (please specify):	<input type="checkbox"/> No preference	

<b>What city would you prefer to work in? Please check all that apply.</b>	
<input type="checkbox"/> Xenia	<input type="checkbox"/> Dayton
<input type="checkbox"/> Springfield	<input type="checkbox"/> Fairborn
<b>Do you need any of the following? Please check all that apply below.</b>	
<input type="checkbox"/> Wheelchair or other ambulatory need	<input type="checkbox"/> Visual assistance
<input type="checkbox"/> Hearing assistance	<input type="checkbox"/> Bus route <input type="checkbox"/> Other (please specify):
<b>During your Field Experience, will you maintain other employment?</b>	
<input type="checkbox"/> No	<input type="checkbox"/> Yes and I intend to work _____ hours per week (insert # of hours)
<b>How many moving traffic violations have you had in the past 12 months?</b>	
<b>Do you have <i>any</i> past drug and/or felony convictions? Please be aware that failure to disclose this information could jeopardize a prospective field placement.</b>	
<input type="checkbox"/> I have no history of drug and/or criminal convictions.	
<input type="checkbox"/> Drug conviction(s) (please specify):	
<input type="checkbox"/> Felony / Misdemeanor conviction(s) (please specify):	
<input type="checkbox"/> Other (please specify):	
<b>Please check all that apply to you:</b>	
<input type="checkbox"/> I have no moving traffic violations on my driving record.	
<input type="checkbox"/> I can communicate in a non-English language.	
<input type="checkbox"/> I can communicate in sign language.	
<input type="checkbox"/> I have previous volunteer experience.	
<input type="checkbox"/> I am trained in CPR.	
<input type="checkbox"/> I am trained as an Emergency Medical Technician.	
<input type="checkbox"/> I have other specialized training that may be of interest to my field instructor (please specify):	
Please provide a typed written response on the following questions below:	
<ul style="list-style-type: none"> <li>• If applicable, please describe any Social Work and/or charity work experience you have and include dates and hours completed:</li> <li>• Describe current job responsibilities (if applicable):</li> <li>• List three specific goals for placement:</li> </ul>	

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I certify that the previous information is true and valid. I agree that the CSU Field Coordinator and potential instructor(s) will have access to information contained in this application and I understand that this application may be viewed by agency personnel, specifically by the field Instructor(s) to whom I will be assigned.

Print full name:

Signature:

Date:

**Field Instructor Information Form**

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

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

Agency Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_ Fax: \_\_\_\_\_

Job Title: \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

Years of service with agency: \_\_\_\_\_ Previous field instruction experience? \_\_\_\_\_

Areas of specialization: \_\_\_\_\_

Licensed or certified? Yes \_\_\_\_\_ No \_\_\_\_\_

License/certification number (s): \_\_\_\_\_

**Educational Background:**

Name of Graduate School: \_\_\_\_\_

Location: \_\_\_\_\_

Area(s) of Study: \_\_\_\_\_

Degree: \_\_\_\_\_ Year of Graduation (If less than 5 years ago): \_\_\_\_\_

**Professional Work Experience:** Please begin with position prior to current position

**Agency name:** \_\_\_\_\_

Agency address: \_\_\_\_\_

Job Title: \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

Length of time with agency: \_\_\_\_\_

**Agency name:** \_\_\_\_\_

Agency address: \_\_\_\_\_

Job title: \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

Length of time with agency: \_\_\_\_\_



**Central State University**  
**Social Work Program**

**Placement Agreement between Agency and University**

The following agreement identifies the terms under which Central State University and

(Agency) \_\_\_\_\_

(Address) \_\_\_\_\_

Agree to provide field educational experiences to the Bachelor of Social Work candidates as required for programs that are accredited or adhering to the guidelines of the Council of Social Work Education.

The Social Work Program of Central State University, through representation by its Faculty Field Coordinator agrees to:

1. Assign students to the agency for field education who meet requirements for admission to the Social Work Program and field education.
2. Orient new field instructors to the Social Work Program, provide on-going training, and to facilitate the field education experience by providing support and consultation through telephone communication, site visits and field education seminars.
3. Endorse, in writing the student's learning contract designed for the agency field instructor and the student.
4. Convene conferences with the student and field instructor and/or agency, as needed, to facilitate the learning experience.
5. Terminate the field instructor and/or placement of the student if the terms of the agreement are not met.
6. Assign final student grades for the field education course.

The Agency agrees to:

Assign as agency field instructor a qualified staff member with sufficient time and expertise for instruction of the student, permit time for the field instructor and student to conference weekly at an agreed upon time to provide instruction. The agency must also:

1. Allow the field instructor time to attend periodic conferences/meetings with the Faculty Field Coordinator/Director.
2. Submit the resume of the individual designated for agency student field instruction.
3. Recognize that the student's primary role is that of learner and design the field education experiences to assure opportunity for learning. Field learning activities are to be designed in compliance with the objectives of the field education program and the student's learning contract.
4. Interview prospective field education candidates and consider acceptance for placement without regard to gender, race, color, age, religious beliefs, national origin, sexual orientation or disability.
5. Provide necessary resources for the student to perform the student's responsibilities (space, telephone, access to needed technology).
6. Orient the student to the staff and facilities and designate a staff member that can be available to the student in the absence of the agency field instructor.
7. Review the Social Work Program's learning contract with the student specifying learning objectives, work assignments, supervision plans and evaluation procedures.
8. In conjunction with the student, maintain records to ensure that the student meets the required number of hours for field education while in placement at the agency.
9. Submit the required written evaluations of the student's performance to the Social Work Program and maintain the confidentiality of all student education records.
10. Immediately inform the Faculty Field Coordinator of any changes that affect the student in placement, such as programmatic or staff changes.
11. The Agency Field Instructor will consult with the Field Coordinator immediately and in advance if specific circumstances arise which require the Agency to ask that the student be withdrawn from the agency during the expected term of the placement.
12. The determination of the number of students to be assigned to the placement shall be negotiated between the Agency and the Field Coordinator. The Agency has the final decision on the number of students it can accommodate.

It is further understood that:

1. Students properly enrolled at Central State University who are assigned to the approved Agencies as part of their curriculum requirement are covered by the liability policy provided to Central State University.
2. All parties to this agreement shall abide by the current National Association of Social Workers Code of Ethics.

Signatures:

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Faculty Field Coordinator

Date

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Department Chair or Director of Social Work

Date

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Agency Director or Designee

Date

**CENTRAL STATE UNIVERSITY**  
**Social Work Program**  
**Student Orientation Checklist**

**ORIENTATION TO PRACTICUM AGENCY**

The Field Instructors or designee should plan time to help the student to become acquainted with the practicum agency. Orientation should serve to familiarize the student with the operation and procedures of the placement agency, programs, and services. Attention to orientation will enhance the quality of the field education for both the student and the Field Instructor. The following checklist can facilitate this process:

**INTRODUCTIONS:**

- Mission Statement, Philosophy, History, Services
- Map of Building
- Tour of physical settings: Noting break rooms, bathrooms, conference rooms, storage/supply rooms
- Introduce staff
- Role of social worker in agency

**OFFICE PROCEDURES:**

- Telephone/Dictaphone Operation
- Mailboxes, supplies, copies, and postage
- Staff Meetings /In-service Training
- Use of Library if available
- Computer Operation
- General Security/Emergency procedures
- Explanation of clerical procedures
- Explanation of specific agency-required forms

**STUDENT/EMPLOYEE ITEMS:**

- ID Cards/Parking Stickers
- Keys if needed
- Computer Access Codes
- Assignment of student office or workspace
- Weekly Schedule
- Required Agency Health/Physical/TB Test
- Discuss agency expectations of student's behavior and dress
- Orientation to any reference materials that may be needed:
  - A. Intra-agency and community phone directories
  - B. Agency or department procedure manuals
  - C. Information regarding community resources
  - D. Reference materials/books or videotapes which are relevant to the field experience, and the population that is to be served.
  - E. Reference material used by staff on a daily basis
- Arrangements for students to be able to "shadow" staff and observe staff in various roles related to services provided for clients.
- Discuss `jargon'/language of the practice field and agency setting
- Help student to identify his or her own anxiety and expectations about the agency experience
- Complete the social work field learning contract with the student
- Devise a way to deal with termination when that time arrives

**POLICIES AND PROCEDURES:**

- Discuss agency compliance with confidentiality and releases of information
- Use of Agency Cars, driving record, use of seat belts
- Personal Safety/Complete Safety Checklist

**GENERAL EXPECTATIONS:**

- Expectations for supervisor conferences, time, date, place, and content
- Open Communication
- Appearance
- Call Field Instructor when unable to come to work (very snowy days)
- Smoking Rules
- Protect against theft of personal property
- Lunch and break times

Fall 2015: Adapted from Lourdes College and Western Michigan Social Work Programs

**Central State University**

**Social Work Program**

**Field Placement Agreement**

**(Student)**

I \_\_\_\_\_ understands the obligations that I must uphold to  
my \_\_\_\_\_, and \_\_\_\_\_  
Field Practicum Site Name Field Instructor

I agree to the following:

- Inform myself on the policies and procedures of the CSU Social Work program and the agencies in which I intern. (See Field Manual and Agency Policy and Procedure Manuals)
- Adhere to the NASW Code of Ethics and implement social work values and professional standards.
- Adhere to the Undergraduate Social Work Department’s Professional Behavior Standards.
- Be committed to the welfare of clients, approaching this responsibility in a professional manner, including attending to my client’s needs in the times of crisis.
- Participate fully and actively in my own learning by expressing my learning needs, evaluating my work, acknowledging my areas of strength and identifying areas where I need to grow and change.
- I agree to the following specific responsibilities:
  - Keep confidential those interactions, which I conduct or observe, whether written or verbal, between the client, the agency and myself in accord with the spirit of the NASW Code of Ethics.
  - Submit an agenda and other written materials (if requested) to my field instructor in advance of weekly supervision.
  - Inform my field instructor and faculty field liaison of any difficulty, personal or professional concerns, which may, will, or current affecting work performance.
  - Complete assigned tasks on time and in accord with agency and school policy. Notify field instructor in advance of discussing material from the field in the classroom.
  - Attend all meetings called by my field instructor, the Coordinator of Field Practicum or any representative of the Social Work Program.
  - Engage fully in the evaluation process including the final evaluation.

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

\_\_\_\_\_  
Date

**(Field Instructor/Field Coordinator)**

- Share in the purpose of Central State University –Social Work Program (i.e. to prepare students with a basic competence for an entry level professional generalist social work practice by helping students become reflective, self-evaluating, knowledgeable, developing social workers).
- Provide direct service responsibility by the second week of placement. Assignments should be made with educational value as the primary consideration.
- Help the student engage in learning by helping him/her to express and specify his/her own learning needs and encourage the student to evaluate his/her own work continuously.
- Hold the student to accepted standards of professional behavior and notify the program immediately of any failure of the student to live up to the terms of this agreement.
- We agree to the following specific responsibilities:
  - Prepare for student's arrival by designating workspace and equipment, preparing case assignments, and orientation to the agency and the community.
  - Provide a minimum of one and a half hours of uninterrupted supervision at a regularly scheduled, mutually agreed upon time.
  - Hold students to submit an agenda for conference in advance of the conference.
  - Vary assignments to include clients from different cultural, social and religious backgrounds and call for different helping roles, i.e. counseling, mediation, advocacy, and networking. Where possible, have assignments include work with individuals, groups, families, and communities.
  - Provide on-going feedback to the student on his/her progress in specific areas of practice.
  - Complete a detailed written evaluation at the end of each semester (See the Undergraduate Social Work Program's Field Manual).
  - Include students in staff meetings, and other professional meetings whenever possible.
  - Attend the orientation and field instructor's meetings at the University.
  - Participate in the on-going evaluation of the content and design of the Undergraduate Social Work Program.
  - Maintain contact with faculty Field Coordinator

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Field Instructor Signature

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Field Coordinator Signature

## **Prerequisites for Field Instructor**

1. The agency-based practitioner must want to supervise a student.
2. The potential field instructor should participate in an orientation, which presents the responsibilities and benefits of field instruction. This will help the potential instructor to determine if this is a role that he or she wishes to pursue.
3. The field instructor should be willing to participate in seminars, workshops, and other programs designed to enhance the field instructor's role.
4. A field instructor must have basically positive feelings toward students and toward social work education as a process. The field instructor may disagree strongly with the philosophy and approach of the social work department, but must be able to refrain from any adversarial relationship with the program that would involve the student. The field instructor must feel sufficiently positive toward the school's program so as to join with the school in educating the student.
5. The field instructor must be performing at a satisfactory or better level in the job and must have basically positive feelings toward the agency and the work environment. The field instructor may be critical of agency administration or of certain procedures and policies, however, the field instructor must not unload these feelings on the student. There must be a sense of loyalty to the agency or department and a willingness to help the student develop an identity with the program.
6. A field instructor must be willing and reasonably prepared to deal with difficult as well as outstanding students. The potential field instructor must have a realistic awareness that student supervision can be frustrating, anxiety-producing, stressful, and time consuming as well as rewarding, energizing, educational, and self-fulfilling. The beginning field instructor may lack the specific skills necessary for dealing with problem situations, but must, at least, have an intellectual commitment to working with a problem student if necessary.

**Policy Statement Regarding Pending/Prior Arrests**

Applicants are advised that the Professional Standards Committees of the Ohio Counselor and Social Worker Board, in accordance with Chapter 119 of the Revised Code, may refuse to issue a license or certificate of registration to any person who has been convicted in this or any other state of any crime that is a felony in this state. Most other states have similar restrictions on Social Work licensing and/or certification.

Applicants who have been convicted of a felony are required to identify that fact in the Application Essay, and to supply documentation of the nature and disposition of the offense. If admitted to the program, these students may have restrictions placed on them in regard to field placements related to the nature of the felony conviction. Certain field placement agencies require criminal background checks as well. Students may be automatically denied admission or, if enrolled, terminated from the program if they have not provided full and truthful information and documentation with the essay concerning felony convictions.

Practicum students must comply with all requirements of the Practicum worksite, which will include a criminal background check. As a screening mechanism, we require students to complete this informational questionnaire to assist the Practicum Coordinator in guiding students into appropriate worksites.

**Do you have any pending arrests or charges against you?      No\_\_\_ Yes\_\_\_**

**If “yes”, please explain the nature of the offense and the current status of the case:**

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**Have you ever been convicted of any criminal misdemeanor or felony? No\_\_\_ Yes\_\_\_**

**If “yes”, please explain the nature of the offense:**

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**Central State University**  
**Social Work Program**  
***Evidence Informed Practice Grid***  
**EPAS 2008 Accreditation Standards – Core Competencies/Practice Behaviors**

Instructions: This is an Evidence Informed Practice grid to assist you in your practicum experience. For each competency, choose two (2) practice behaviors that you would like to complete. If you choose a practice behavior that coincides with the competency, but is not listed, please select “other” as your practice behavior and specify what it is. Ensure that the practice behavior is paired with the correct competency. Please be realistic in the selection of your practice behaviors. Only select what you know that you can accomplish within the semester. Explain your selection and have it approved with you field supervisor.

Evidence Informed Practice Grid for:	_____ Midterm      _____ Final
Practicum Semester:	_____ Fall
	_____ Spring
Practicum Year:	

## Competency 1: Identify as a professional social worker, conduct oneself accordingly in practicum setting.

**EP 2.1.1** *Advocate for client access to the services of social work; practice personal reflection and self-correction to assure continual profession development; attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, and communication; engage in career-long learning; use supervision and consultation.*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b>In Progress</b> (Midterm Only)	<b>Pass</b>	<b>Fail</b>
<input type="checkbox"/>	Attend at least four (4) agency staff meetings and present ideas with a social work perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Create weekly agenda for supervision that includes reports on clients or projects integrating classroom learning and professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Present one agency case or issue demonstrating professional presentation guidelines in an agency staff/team meeting or clinical supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate ability to monitor own use of practicum time by being punctual and responsible to agency policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate a commitment to the right of clients to privacy and confidentiality by adhering to agency directives and any prescribed laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Prepare and carry out at least one educational or advocacy program for agency clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Develop a written report setting personal career development goals and submit to agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Research community resources and develop/update resource manual for use by agency staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Attend community partner meetings and be able to present ideas or conference cases when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate a beginning level of professional autonomy by working independently, completing assignments/responsibilities within time frame allotted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate appropriate conduct in all interactions with clients, staff and the community as outlines in the NASW Code of Ethics, agency handbook and directives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Interact with assigned population in a professional manner demonstrated by establishing appropriate boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Administer effective case management of assigned client case load demonstrated by effective use of generalist practice skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Adhere to and demonstrate ethical conduct through application of measurable evidence-based interventions and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Competency 2: Apply social work ethical principles to guide professional practice

**EP 2.1.2** *Recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics; tolerate ambiguity in resolving ethical conflicts; apply strategies of ethical reasoning to arrive at principled decisions.*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b><u>In Progress</u></b> (Midterm Only)	<b><u>Pass</u></b>	<b><u>Fail</u></b>
<input type="checkbox"/>	Practice NASW Code of Ethics by discussing any potential areas of conflict, relating ethical principles in case consultations and in supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Informally interview agency professionals regarding ethical issues faced in practice, how these issues were handled and discuss findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Discuss at least one ethical issue in supervision as it applies to assigned work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Participate in at least one social work professional organization, such as NASW or NABSW and report observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Discuss personal values with supervisor as they apply to assigned work and client interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Write a reflection paper discussing communication styles, values, and biases as it pertains to practicum site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Research other codes of ethics in assigned agency (e.g. education and social work or health and social work) and discuss comparisons with supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Assist with maintaining up to date accreditation standards in agency policies and procedures or by evaluating if agency follows the standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Advocate for individual clients and community cases to promote equity and social justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Empower client right to self-determination by validating experiences during session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Present at least one ethical dilemma encountered during supervision with agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |                          |   |                          |                          |                          |
|--------------------------|---|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | Demonstrate integrity, service, competence and respect for the dignity of the person by discussing one assigned client case with supervisor               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | Demonstrate cultural competency skills by practicing self-awareness of personal biases when working with clients and discuss observations with supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | Other:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Justification

## Competency 3: Apply critical thinking to inform and communicate professional judgments

**EP 2.1.3** *Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom: analyze models of assessment, prevention, intervention, and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b>In Progress</b> (Midterm Only)	<b>Pass</b>	<b>Fail</b>
<input type="checkbox"/>	Interview agency treatment team members or different perspectives and review observations and suggestions for alternate interventions with supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Display professional judgment by completing record, reports and communication in a clear, logical and organized fashion by stated deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate professional development through continual consultation and supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate sound professional judgment in completing tasks by utilizing approved documentation formats required by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Assess and critique client documentation (intake forms, assessment tools, or agency procedures) and discuss findings with agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Critically evaluate professional literature relevant to agency practice and report back to supervisor a brief written synopsis of findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Research a type of client disability and discuss best strategies for intervention with agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Present at least one client assessment and intervention plan to supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Attend and participate in weekly case conference meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Select case notes on at least 5 clients and review with agency for demonstrated critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Actively seek out opportunities to build knowledge base on various issues surrounding client population demonstrated by sharing new information with agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Employ evidenced-based intervention standards dictated by agency procedures notating critical thinking skills required for successful outcomes and discuss with supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Competency 4: Engage diversity—similarity and difference—in practicum practice activities

**EP 2.1.4** *Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; recognize and communicate their understanding of the importance of difference in shaping life experiences; view themselves as learners and engage those with whom they as informants*

<b>Practice Behaviors</b> (Select Two; One can be “Other” and explain)		<b><u>In Progress</u></b> (Midterm Only)	<b><u>Pass</u></b>	<b><u>Fail</u></b>
<input type="checkbox"/>	Observe at least 3 intake sessions with clients who represent differing ages, ethnicity, gender and socioeconomic backgrounds and discuss with supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate self-awareness and personal biases in working with diverse client groups by processing any difficulties observed with supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Use supervision to identify and explore issues in cultural competency as it pertains to your self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Research cultures (traditions, values, religions and family structures) of clients, groups, or communities to better understand them and discuss with supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Develop a community resource list that serves a client population different from their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Create one program (not necessarily one that is actually started) that meets the needs of a specific cultural group and present proposal to supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Work with at least two assigned diverse families, clients, groups, or communities served by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Examine assessment tools used in agency and determine if they are culture-bound or culturally inappropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Conduct a cultural competency assessment of agency with reference to NASW Standards for Cultural Competency and write a response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Use several supervision meetings to discuss the effects of oppression on specific agency client groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Use weekly supervision to discuss the impact of social and economic issues that agency clients face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Distinguish differences in all clients served and demonstrate understanding of difference for each client with supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Focus discussions on how different populations experience the same issue, including how they are treated by social services and the justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	Acknowledge diversity of client population served by demonstrating equal treatment of each client on case load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Take appropriate steps to accommodate any culture or communication barrier observed with one client, discussing ideas for improvement with supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Acknowledge both similarities and differences between student and clients served, discussing findings with supervisor noting improved cultural competence in doing so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification

## Competency 5: Advance human rights and social and economic justice

**EP 2.1.5** *Understand the forms and mechanisms of oppression and discrimination; advocate for human rights and social and economic justice; engage in practices that advance social and economic justice*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b><u>In Progress</u></b> (Midterm Only)	<b><u>Pass</u></b>	<b><u>Fail</u></b>
<input type="checkbox"/>	Have knowledge about current affairs of human rights and social and economic justice demonstrated by discussing at least 1 newsworthy event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Develop a program (not necessarily one that will be used) that meets the employment needs of agency clients, giving a presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Work with agency client committee to develop client advocacy project and discuss findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Observe at least one group for those who are marginalized in society in the agency and report observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate understanding of oppression as it relates to population of clients being served in agency by discussing observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Investigate agency client needs and advocate for resources with outside community agencies and report outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Research one issue related to restricted opportunities for specific populations (i.e.: single mother on welfare) and report findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Gather information about other community agencies that provide needed services which current agency does not provide and make appropriate referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Discuss current changes affecting client population served and how resources are effected due to the changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |                          |   |                          |                          |                          |
|--------------------------|---|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | Demonstrate several cases of using advocacy to meet client needs and present outcomes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | Other:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Competency 6: Engage in research-informed practice and practice-informed research in practice contexts

**EP 2.1.6** *Use practice experience to inform scientific inquiry; use research evidence to inform practice*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b><u>In Progress</u></b> (Midterm Only)	<b><u>Pass</u></b>	<b><u>Fail</u></b>
<input type="checkbox"/>	Examine targeted interventions for the agency and discuss at least two findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Locate at least two articles on a client or agency issue and share findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Describe your perspective of theories and research used in practice interventions at agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Develop a survey to identify area that agency clients would like to see improved and report data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Assist agency staff in compiling data for grant or funding proposal needs and report progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Research intervention methods specific to agency and report findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Create, distribute, compile, and analyze a client satisfaction survey and report findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Develop an intervention plan for predominant agency clientele using an evidence-based process reporting conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Meet with agency research and outcome measurement staff and investigate what tasks are necessary in accomplishing job and report conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Develop a design to measure practice outcomes and provide design to agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Research evidenced based practices and therapeutic interventions utilized within the organization and discuss findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Research how other similar organizations measure practice outcomes and draft a proposal for how success should be measured within current agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Competency 7: Apply knowledge of human behavior and the social environment to field work activities

**EP 2.1.7** Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation critique and apply knowledge to understand person and environment

Practice Behaviors (Select Two; One can be "Other" and explain)		<u>In Progress</u> (Midterm Only)	<u>Pass</u>	<u>Fail</u>
<input type="checkbox"/>	Become familiar with at least two different assessment tools used by the agency and report the strengths and limitations of each tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Provide agency field instructor with current practice class syllabi and discuss application of theory at three weekly supervision sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Use ecomaps, genograms, and other tools to facilitate assessment and intervention goals for at least two assigned clients and show assessment to supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Identify and discuss environmental factors that affect at least two clients' functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Observe at least three home visits to increase understanding of client's social systems and report observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Student will observe one assessment and process how needs are determined and the process of intake into a specific program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Attend and participate in at least three IEP meetings for one assigned student and discuss observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Apply various theoretical approaches in client work and discuss their effectiveness with two agency clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Work with a community service project aligned with agency and provide observations of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exhibit knowledge and proficiency in using agency referral system by successfully helping clients meet their needs with available resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	After conducting psychosocial evaluations, case management or client needs assessments, not PIE in treatment plan and share plan with supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exhibit technical proficiency in developing a clinical assessment of clients by using agency approved assessment tools, asking for constructive feedback from supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Competency 8: Engage in policy practice and advance social and economic well-being and to deliver effective social work services to field practicum clients

**EP 2.1.8** *Analyze, formulate, and advocate for policies that advance social well-being; collaborate with colleagues and clients for effective policy action*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b>In Progress</b> (Midterm Only)	<b>Pass</b>	<b>Fail</b>
<input type="checkbox"/>	Read grant proposals and reports written by your agency to see how it claims to meet community needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Observe and analyze effectiveness of organization or department policies and procedures in serving target population and discuss findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Use supervision to identify and assess policy issues that affect agency clients and suggest policy action to rectify issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Read the agency policy handbook and understand the effects of various policies on clients and the delivery of services and report findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Participate in a meeting with legislators to advocate for agency specific issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Report understanding of mandated reporting laws in the state and the safeguards that the agency has in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Report on one policy issue that has a direct bearing on agency and discuss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Assess the differential impact of policies on one student selected population, reporting findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Create/update a resource binder for agency staff on relevant research articles helping staff to be up to date on current policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Submit a proposal for a policy initiative for the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Analyze client needs and document any action taken including outcome of services offered and discuss issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Attend and participate in inter-agency meetings discussing any reactions to meeting dynamics and/or new information/knowledge gained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Analyze agency policy practices and delivery service systems and offer feedback on possible improvement or clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Competency 9: Proactively respond to organizational, community, and societal contexts that shape field practice

**EP 2.1.9** *Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b><u>In Progress</u></b> (Midterm Only)	<b><u>Pass</u></b>	<b><u>Fail</u></b>
<input type="checkbox"/>	Demonstrate ability to work within agency rules and standards by attending any agency training and by completing required agency documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Increase knowledge of available resources in the community by updating agency resource guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Understand a community assessment and present findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Participate in an agency committee working on improving quality of client services and report observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Interview agency staff in other disciplines to understand their roles and investigate how they differ yet compliment social work roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Attend classes or workshops at agency/community partners about topics related to client populations being served and discuss findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Examine and formulate your understanding of the impact of social work on the population being served and present findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Research new innovative developments in working with the agency population and share findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate leadership by suggesting a plan for sustainable change in current agency service delivery and practice and discuss this plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Discover new trends in services for population being served at agency and discuss the pros and cons of these trends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification

## Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

**EP 2.1.10 (a)** *ENGAGEMENT: Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities; use empathy and other interpersonal skills; develop a mutually agreed-on focus of work and desired outcomes*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b><u>In Progress</u></b> (Midterm Only)	<b><u>Pass</u></b>	<b><u>Fail</u></b>
<input type="checkbox"/>	Demonstrate ability to engage with at least two client systems by approaching intervention in a collaborative fashion with client system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Identify areas of comfort and discomfort in client engagement and discuss this self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate capacity to view client relationship in a mutually respectful fashion evidenced by clear boundaries in client interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Contact constituents by telephone or in focus groups to learn about community needs and/or questions and report findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Shadow licensed social worker and attend at least one community event per month related to agency and provide feedback of experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exhibit ability to engage with client system noting use of sympathy, interpersonal skills and the ability to collaborate with system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate self-awareness of client interactions by discussing observations weekly in supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Use at least two different theories learned in classroom when conducting interventions with client system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Describe the use of at least two different interpersonal skills used in client interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Develop a collaborative focused treatment plan, listing desired outcomes for at least two cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification

## Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

**EP 2.1.10 (b)** *ASSESSMENT: Collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; select appropriate intervention strategies*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b>In Progress</b> (Midterm Only)	<b>Pass</b>	<b>Fail</b>
<input type="checkbox"/>	Shadow supervisor or colleague to observe at least two assessments, discussing observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Conduct three agency specific client assessments noting style, areas of priority, and cultural factors and discuss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Observe two agency assessments and complete a "shadow assessment" for observed cases and submit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate effective use of assessment skills by discussing plan before implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Complete two assessments within established agency time frames and discuss planned intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Look at one specific case/issue and articulate the strengths, capacities and difficulties presented by the client/issue and discuss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate ability to prioritize client needs while considering interventions selected in meeting those needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Conduct at least two client assessments demonstrating ability to collect, organize and interpret client data through consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Actively participate in at least two community outreach events and assess organizational processes involved in holding event, sharing insights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate ability to collaborate with client system in developing intervention goals and objectives, sharing intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate ability to collect, organize, and interpret client data using a strengths perspective by showing assessments in two cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification

## Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

**EP 2.1.10 (c)** *INTERVENTION: Initiate actions to achieve organizational goals; implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; facilitate transitions and endings*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b>In Progress</b> (Midterm Only)	<b>Pass</b>	<b>Fail</b>
<input type="checkbox"/>	Demonstrate an understanding of agency mission and scope of practices by discussing current interventions that are aligned with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Engage in role plays to try out new skills and techniques learned in the setting, classroom and workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Exhibit an ability to implement an intervention plan relevant to assessment findings in at least two client cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate implementation issues, challenges or barriers by making appropriate adjustments to plan in at least one case, discussing adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Write a diagnostic summary on at least two specific cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Have a client case load of at least three clients with high acuity levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Complete at least two case notes utilizing agency system and protocol submitting case notes for review before finalizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Participate or co-facilitate in therapy services for individual, groups at least three times and process reactions to performing as a student social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Initiate at least one educational class for a specific population of agency (women, elderly) through consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate ability to facilitate at least two transitions and/or endings with a client system (group, individual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrate comprehension of the interplay between a grant and a service provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Display ability to conduct interventions using a prevention strategy with at least two client systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification

## Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

**EP 2.1.10 (d)** *EVALUATION: Critically analyze, monitor, and evaluate interventions*

<b>Practice Behaviors</b> (Select Two; One can be "Other" and explain)		<b><u>In Progress</u></b> (Midterm Only)	<b><u>Pass</u></b>	<b><u>Fail</u></b>
<input type="checkbox"/>	Deliver a case presentation discussing outcome of a specific case and incorporate feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Assist in agency's annual report, auditing, program evaluation and/or client satisfaction surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Analyze and evaluate group treatment sessions or task group meetings outcomes and discuss findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Discuss effectiveness of interventions/services provided on at least two cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Use feedback from supervisor to evaluate practice and discuss implementation of feedback in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Describe outcomes of two interventions used or observed in measurable terms and discuss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Follow a case form assessment, through treatment, termination and discuss the findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Analyze organization regarding student educational opportunities and make suggestions for future education needs and report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Monitor one client case for effectiveness of chosen intervention used and provide possible alternate options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Analyze agency interventions for client population and evaluate its effectiveness to client success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Justification

## Central State University Social Work Program

This **evaluation** presents an opportunity for the student and field instructor to evaluate the student's growth and development over the full senior year, along ten competency areas developed by the Council on Social Work Education. The standard by which an intern is to be assessed is that of a new entry-level BSW social worker. **Please sign and return to field coordinator/advisor when completed.**

Faculty Liaison: \_\_\_\_\_ Student: \_\_\_\_\_

Agency: \_\_\_\_\_ Date Completed: \_\_\_\_\_

For each evaluation item, please rate the student according to the following scale:

<b>5</b>	<b>The intern has excelled in this area</b>
<b>4</b>	<b>The intern is functioning above expectations for interns in this area at the time of graduation</b>
<b>3</b>	<b>The intern has met the expectations for interns in this area at the time of graduation</b>
<b>2</b>	<b>The intern has not as yet met the expectations in this area, but there is expectation that the intern will meet the expectations in the near future</b>
<b>1</b>	<b>The intern has not met the expectations in this area, and there is not much expectation that the intern will meet the expectations in this area in the near future</b>
<b>N/A</b>	<b>Not applicable, as the intern has not had the opportunity to demonstrate competence in this area; I have not had the opportunity to observe the student's abilities in this area.</b>

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty supervisor/field liaison has the responsibility of assigning the grade for the course.

**Competence #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.**

1	S/he makes effective use of supervision	5	4	3	2	1	N/A
2	Her/his practice reflects an awareness of self and the ability to use self	5	4	3	2	1	N/A
3	S/he practices personal reflection and self-correction to assure continual professional development	5	4	3	2	1	N/A
4	S/he demonstrates professional demeanor in appearance	5	4	3	2	1	N/A
5	S/he demonstrates professional demeanor in communication	5	4	3	2	1	N/A
6	S/he demonstrates professional demeanor in time management	5	4	3	2	1	N/A

Comments:

**Competence #2: Intern applies social work ethical principles to guide his or her professional practice.**

7	Her/his practice is informed by professional ethics and values, which are used to resolve ethical dilemmas	5	4	3	2	1	N/A
8	S/he is knowledgeable of, and abides by, the ethical standards of the profession	5	4	3	2	1	N/A
9	S/he recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights)	5	4	3	2	1	N/A

Comments:

5=Student excels; 4=above expectations; 3=meets expectations; 2=likely to meet expectations; 1=unlikely to meet expectations

**Competence #3: Intern applies critical thinking to inform and communicate professional judgments.**

10	S/he has good problem-solving skills	5	4	3	2	1	N/A
11	S/he demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1	N/A
12	S/he demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1	N/A

Comments:

**Competence #4: Intern engages diversity and difference in practice.**

13	Her/his practice reflects cultural competence in work with diverse groups	5	4	3	2	1	N/A
14	S/he is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation	5	4	3	2	1	N/A
15	S/he has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5	4	3	2	1	N/A
16	S/he recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	5	4	3	2	1	N/A
17	S/he views herself/himself as a learner by engaging others and/or using supervision to address personal bias	5	4	3	2	1	N/A

Comments:

5=Student excels; 4=above expectations; 3=meets expectations; 2=likely to meet expectations; 1=unlikely to meet expectations

**Competence #5: Intern advances human rights and social and economic justice.**

18	S/he recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	5	4	3	2	1	N/A
19	S/he understands the forms and mechanisms of oppression and discrimination	5	4	3	2	1	N/A
20	S/he is skilled at advocating for human rights and social and economic justice	5	4	3	2	1	N/A
21	S/he is skilled at engaging in practices that advance social and economic justice	5	4	3	2	1	N/A

Comments:

**Competence #6: Intern engages in research-informed practice and practice-informed research.**

22	S/he demonstrates the ability to gather and analyze data to evaluate need for, and to create change	5	4	3	2	1	N/A
23	S/he uses practice experience to raise questions for research/data gathering	5	4	3	2	1	N/A

Comments:

5=Student excels; 4=above expectations; 3=meets expectations; 2=likely to meet expectations; 1=unlikely to meet expectations

**Competence #7: Intern applies knowledge of human behavior and the social environment.**

24	S/he is knowledgeable about human behavior across the life course	5	4	3	2	1	N/A
25	S/he is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development	5	4	3	2	1	N/A

26	S/he is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1	N/A
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Comments:

**Competence #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

27	S/he actively engages in policy practice	5	4	3	2	1	N/A
28	S/he is skilled at analyzing, formulating, and advocating for policies that advance social well-being	5	4	3	2	1	N/A
29	S/he is skilled at collaborating with colleagues and clients for effective policy action	5	4	3	2	1	N/A
30	S/he understands that policy affects service delivery	5	4	3	2	1	N/A
31	S/he is knowledgeable about current social policies and services	5	4	3	2	1	N/A

Comments:

5=Student excels; 4=above expectations; 3=meets expectations; 2=likely to meet expectations; 1=unlikely to meet expectations

**Competence #9: Intern responds to contexts that shape practice.**

32	His/her public issues work with groups, organizations and/or communities is focused on creating structural/systems change	5	4	3	2	1	N/A
33	S/he is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice	5	4	3	2	1	N/A
34	S/he recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively	5	4	3	2	1	N/A
35	S/he understands how communities impact practice	5	4	3	2	1	N/A

36	S/he is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1	N/A
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Comments:

<b>Competence #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.</b>
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10a) Engagement

37	S/he demonstrates appropriate empathy with individuals, families and/or small groups	5	4	3	2	1	N/A
38	S/he demonstrates appropriate empathy with communities and/or organizations	5	4	3	2	1	N/A
39	S/he is skilled at engaging (developing a positive relationship) with individuals, families and/or small groups	5	4	3	2	1	N/A
40	S/he is skilled at engaging organizations and/or communities	5	4	3	2	1	N/A

Comments:

5=Student excels; 4=above expectations; 3=meets expectations; 2=likely to meet expectations; 1=unlikely to meet expectations
--

10b) Assessment

41	S/he understands strengths and challenges in individuals, families and/or small groups	5	4	3	2	1	N/A
42	S/he understands strengths and challenges in communities and/or organizations	5	4	3	2	1	N/A
43	S/he is skilled at assessing individuals, families and/or small groups	5	4	3	2	1	N/A
44	S/he is skilled at assessing communities and/or organizations	5	4	3	2	1	N/A

5=Student excels; 4=above expectations; 3=meets expectations; 2=likely to meet expectations; 1=unlikely to meet expectation

### 10c) Intervention

45	S/he provides effective services to individuals, families and/or small groups	5	4	3	2	1	N/A
46	S/he provides effective services to communities and/or organizations	5	4	3	2	1	N/A
47	S/he empowers individuals, families and/or small groups to advocate/problem-solve on their own behalf	5	4	3	2	1	N/A
48	S/he empowers communities and/or organizations to advocate/problem-solve on their own behalf	5	4	3	2	1	N/A
49	S/he terminates effectively with clients	5	4	3	2	1	N/A
50	S/he terminates effectively with the agency and colleagues	5	4	3	2	1	N/A

Comments:

5=Student excels; 4=above expectations; 3=meets expectations; 2=likely to meet expectations; 1=unlikely to meet expectations

### 10d) Evaluation

51	S/he can gather, use and analyze evidence to evaluate her/his practice	5	4	3	2	1	N/A
52	S/he can identify outcomes for programs in which they work	5	4	3	2	1	N/A
53	S/he is skilled at evaluating programs using outcomes	5	4	3	2	1	N/A

Comments:

Additional comments on student's practice skills (engagement, assessment, intervention and evaluation):

<b>OVERALL READINESS FOR ENTRY LEVEL BSW PRACTICE</b>
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Please check one of the following. For example, If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.

Overall, the student exceeds entry level readiness as a BSW practitioner.

Overall, the student shows entry level readiness as a BSW practitioner

Overall, the student needs to make additional progress to become a BSW practitioner\*

\*A **“needs to make additional progress”** rating on this item requires that the faculty liaison be notified and involved in helping to develop a plan to address the student's performance.

Student's overall strengths:

Student's areas for improvement:

Field instructor's recommended grade in field:  Satisfactory  Unsatisfactory  Incomplete

Student's Comments:

**SIGNATURES**

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

Field Instructor: \_\_\_\_\_ Date \_\_\_\_\_

Secondary Field Instructor: \_\_\_\_\_ Date \_\_\_\_\_

Faculty Liaison/Advisor: \_\_\_\_\_ Date \_\_\_\_\_

**All signatories should retain a copy of this evaluation.**

***The following section should be completed by the intern:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation	<input type="checkbox"/>
I do not agree with evaluation	<input type="checkbox"/>

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

- If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.



# Central State University Field Education Learning Contract Field Practicum

Student Name:		Student Phone Number:	
Student Email Address:		Student Address:	
Agency Name:		Agency Phone:	
Agency Address:		Agency Email:	
Field Instructor:		Field Instructor Phone Number(s):	
Field Instructor Email Address:		Field Instructor Signature/Date:	
Student Signature /Date:		Field Coordinator Signature/Date:	

The Practicum Students' Learning Contract provides a broad framework for developing individualized learning plans based on ten expected competencies that students are expected to develop and demonstrate sufficient proficiency as generalist social work practitioners prepared for entry-level employment. The learning contract is designed to evaluate academic and professional performance of the students. The contract has expectations related to the needs of the student which can be adjusted to the resources of the practicum agency. Competencies with learning outcomes, learning tasks/procedures, and methods of evaluation are provided. Some learning outcomes are closely related to each other and may be addressed with the same learning tasks and evaluation methods. The learning contract should be reviewed with the student in field supervisory meetings. The list of learning tasks is a guide to assist students and field instructors in developing relevant tasks and can be adjusted by the field instructor and students to accommodate learning in practicum agency. A list of other potential learning activities is attached to this contract. Students are to maintain a journal of daily activities. Students will prepare a portfolio, which will also include journal entries, of all learning tasks and other activities completed in practicum agency. The portfolio is to be reviewed by the field instructor and submitted to the field coordinator at the end of the semester practicum. The student will be provided with a format for preparation of the portfolio.

<b>1. <u>Core Competency</u>: Identify as a professional Social Worker and conduct oneself accordingly.</b>		
<b><u>Learning Skills' Outcomes</u>: a. Advocate for client access to the services of social work.</b>		
<b>b. Practice self-reflection and self-correction to assure continual professional development.</b> <b>c. Engage in life-long learning and professional growth</b> <b>d. Attend to professional roles and boundaries</b> <b>e. Use supervision and consultation as needed</b>		
Learning Tasks/ Activities	Time Frame	Methods of Evaluation
❖ Review and discuss agency policies and procedures for practicum students with field instructor within the first week of practicum.		
❖ Attend agency trainings and workshops.		
❖ Establish Supervision time.		
❖ Tour agency and meet staff within the first week.		
❖ Seek consultation/supervision		
❖ Determine title for identification to clients		

**2. Core Competency: Apply social work ethical principles to guide professional practice.**

**Learning Skills' Outcomes:** a. Recognize and manage personal values in a way that allows professional values to guide practice.  
 b. Make ethical decisions by applying standards of the National Association of Social Workers (NASW) Code of Ethics and as applicable of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles  
 c. Tolerate Ambiguity in resolving ethical conflicts.  
 d. Apply strategies of ethical reasoning to arrive at principled decisions.

Learning Tasks/ Activities	Time Frame	Methods of Evaluation
❖ Read NASW Code of Ethics and discuss key elements with field instructor.		
❖ Review Ohio Social Work Licensure requirements.		
❖ Review agency policy on ethical violations.		
❖ Review related course content from Generalist Practice I course.		
❖ Identify and analyze one ethical dilemma common in the practicum setting using the NASW Code of Ethics.		
❖ Shadow/observe agency worker for one week or as needed to develop comfort level in social work intern's role.		

**3. Core Competency: Apply critical thinking to inform and communicate professional judgments.**

**Learning Skills' Outcomes:** a. Distinguish, appraise and integrate multiple sources of knowledge; Including research based knowledge and practice wisdom.  
 b. Distinguish among and analyze models of assessment, prevention, intervention and evaluation.  
 c. Demonstrate effective oral and written communication  
 in working with individuals, families groups, organizations, communities and colleagues.

Learning Tasks/ Activities	Time Frame	Methods of Evaluation
❖ In field instructor-student meeting, describe a practice task with client and rationale for the action.		
❖ Present analysis of one client using ECOMAP.		
❖ Present case plan on assigned case (when appropriate) in supervisory staff meeting, indicating intervention plan with client(s).		

❖ Prepare intervention plan with written correspondence that is verbally clear and concise. (Use agency format for intervention plan).		
<b>4. Core Competency: Engage diversity and difference in practice.</b>		
<b>Learning Skills' Outcomes:</b>		
groups.	a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and Power.	
	b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse	
	c. Recognize and communicate their understanding of the importance of difference in shaping life experiences.	
	d. View themselves as learners and engage those with whom they work as informants.	
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Work with at least two clients of diverse backgrounds.		
❖ Identify diversity at agency and client levels.		
❖ Identify barriers to responding to diversity and discuss with field instructor.		
❖ Review NASW standards for cultural competence and develop brief position paper on how cultural competence skills are useful in practice interventions with practicum client population.		

<b>5. Core Competency: Advance human rights and social and economic justice.</b>		
<b>Learning Skills' Outcomes:</b>		
	a. Understand the forms and the mechanisms of oppression and discrimination	
	b. Advocate for human rights and social and economic justice.	
	c. Engage in practices that advance social and economic justice.	
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Identify and discuss issues of oppression and discrimination that directly impact the client system in the practicum agency with field instructor.		
❖ Review agency policy on discrimination.		
❖ Identify needs of at least three clients of diverse backgrounds and how the agency meets their needs.		
❖ Identify diversity at agency and client levels and how the agency responds.		

<b>6. <u>Core Competency:</u> Engage in research-informed practice and practice-informed research.</b>		
<b><u>Learning Skills' Outcomes:</u> a. Use practice experience to inform scientific inquiry. b. Use research evidence to inform practice.</b>		
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Summarize one professional journal article that offers research based knowledge for intervention related to problems addressed by practicum agency.		
❖ Present research based information in a supervisory meeting.		
<b>7. <u>Core Competency:</u> Apply knowledge of human behavior and the social environment.</b>		
<b><u>Learning Skills' Outcomes:</u> a. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation. b. Critique and apply knowledge to understand person and environment.</b>		
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Identify and explain one theory that may be used to understand behavior of clients in the practicum setting.		
❖ Develop an ECOMAP on one client to show influential systems on client behavior.		

<b>8. <u>Core Competency:</u> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>		
<b><u>Learning Skills' Outcomes:</u> a. Analyze, formulate and advocate for policies that advance social well-being. b. Collaborate with colleagues and clients for effective policy action.</b>		
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Review agency policies and procedures on providing services.		
❖ Identify and write a brief summary of how one policy affects services provided at the practicum agency.		
❖ Research legislative history of a policy affecting agency services.		
❖ Prepare informational material on agency services...		

<b>9. Core Competency: Respond to contexts that shape practice.</b>		
<b>Learning Skills' Outcomes:</b> a. Continuously discover, appraise and attend to changing		
provide	locales, populations, scientific and technological developments, and emerging societal trends to	
in	relevant services.	
	b. Provide leadership in promoting sustainable changes	
	service delivery and practice to improve the quality of social services.	
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Identify issues affecting services at the agency level, community level and societal level.		
❖ Shadow staff person presenting testimony/advocacy material for agency services.		
❖ Review agency policies and procedures on providing services.		
<b>10 (a). Core Competency: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.</b>		
<b>Learning Skills' Outcomes:</b> a. Engagement (Social Workers)		
	- Substantively and affectively prepare for action with individuals, families and communities.	
	- Use empathy and other interpersonal skills.	
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Intake and engage multi-level client systems (individuals, families, group-tasks and treatment, organizations and communities) that impact services to the client via telephone or in person.		
❖ Prepare for client contact using agency protocol and knowledge of social work-client initial contacts (review records).		
❖ Identify client system goals.		
❖ Demonstrate effective use of empathy.		
<b>10 (b). Core Competency: Assessment.</b>		

<b>Learning Skills' Outcomes: b. Assessment</b>		
<ul style="list-style-type: none"> <li>- Initiate actions to achieve organizational goals.</li> <li>- Implement prevention interventions that enhance client capacities.</li> <li>- Help clients resolve problems.</li> <li>- Negotiate, mediate and advocate for the clients.</li> <li>- Facilitate transitions and endings.</li> </ul>		
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Participate in organizational workshop/training.		
❖ Develop service plan with client.		
❖ Conduct intake interviews.		
❖ Develop termination of service plan with client.		
❖ Prepare client for student's transition from practicum agency.		

<b>10 (c). Core Competency: Intervention.</b>		
<b>Learning Skills' Outcomes: c. Intervention</b>		
<ul style="list-style-type: none"> <li>- Collect, organize and interpret client data.</li> <li>- Assess client strengths and limitations.</li> <li>- Develop mutually agreed upon intervention goals and objectives.</li> <li>- Select appropriate intervention strategies.</li> </ul>		
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Complete social history and/or ECOMAP on one client.		
❖ Develop and intervention plan with one client.		

<b>10 (d). Core Competency: Evaluation.</b>		
<b>Learning Skills' Outcomes: d. Evaluation</b>		
<ul style="list-style-type: none"> <li>- Critically analyze, monitor and evaluate interventions.</li> </ul>		
<b>Learning Tasks/ Activities</b>	<b>Time Frame</b>	<b>Methods of Evaluation</b>
❖ Meet with client to review progress on intervention plan.		
❖ Discuss strengths and weaknesses of client.		
❖ Assess practicum agency's programs to meet the needs of its client(s).		

# Central State University Social Work Program

## Field Experience Activities

The Social Work Practicum Student Learning Contract Field indicates some tasks/activities that support core competencies and continued learning and skill development. Such activities are keys to the students' success in field education. A wide variety of such activities can be appropriate for field experience at the undergraduate level. Experiences differ from agency to agency, depending upon the nature of services. Each agency develops its own student assignments with the cooperation of the University Field Coordinator. In addition to the tasks/ activities noted in the learning contract, others are listed here that may support the learning process.

- An orientation to the agency's function and operation
- Providing opportunity for students to apply generic skills to be utilized with multi system as agency function permits, particularly as
  - related to the growth, development and the needs within the client system
- Offering direct services to client systems and helping client systems make maximum use of services provided by the agency
- Visiting various community agencies related to the placement agencies services and the student's role to obtain factual data concerning
  - Their services
- Sitting in on staff and board meetings and participating in analyzing the presented material.
- Recording of events and activities related to field work placement
- Participating in community organization and advocacy efforts of the agency
- Home visits
- Participation in multi-disciplinary team
- Collaboration/consultation with related service providers
- Maintaining case records
- Writing summary statements for referrals or program needs
- Developing and implementing a client intervention plan
- Implementing a referral to community agency
- Networking to develop support system for clients
- Attending court hearings
- Work with clients to achieve compliance with a law (compulsory school attendance)
- Individual meetings
- Family meetings
- Small group meetings.
- Marketing
- Coordinating
- Treatment plan/contracts
- Telephone contacts
- Crisis intervention
- Committee meetings
- Set goals/objectives

- Leadership activities
- Diversity sensitivity
- Policy development
- Written communication
- Discharge planning
- Use of engagement
- Use of empathy/empathizing
- Attention to appearance
- Awareness of biases and values
- Limit setting
- Information and referral
- Interagency collaboration
- Documentation
- Evaluate outcomes of learning task(s)
- Time management
- Negotiating
- Attention to professional boundaries
- Advocacy initiatives
- Learning-task(s) plan development
- Outreach
- Publication (Newsletter)
- Termination discussions
- Educational workshops
- Recruiting