

Shippensburg University  
Department of Social Work  
& Gerontology

# **BSW Field Education Manual**

**Fall 2017-Spring 2018**

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## I. GLOSSARY OF TERMS

**Agency-Based Research Project:** Each field student proposes and completes a research project during the field semester. The faculty liaison helps guide the process and the field instructor helps the field student gain access to resources in the agency needed to complete the project.

**BSW Evaluation of Competencies:** The evaluation form that the field instructor uses to assess student performance at the midterm and end of the semester.

**BSW Field Education Director:** The Shippensburg University Department of Social Work and Gerontology faculty member who is primarily responsible for the overall organization of BSW field placements. This role is held by one faculty member who is appointed by the Department Chair.

**Council of Social Work Education (CSWE):** The accrediting body for social work programs. CSWE sets the educational standards and policies that guide what is in our curriculum, including field education requirements. Both the BSW program and MSW program are accredited by CSWE.

**Educational Policies and Accreditation Standards (EPAS):** These are the standards from CSWE that bachelor's and master's level social work programs must follow in order to maintain CSWE accreditation. They are designed to establish academic excellence and professional competence.

**Faculty Liaisons:** The Shippensburg University Department of Social Work and Gerontology faculty members who serve as the link between specific field students and agency placements during a given semester. The faculty members in these roles may change from semester to semester as designated by the Department Chair.

**Field Agency:** The agency where the field student will complete the field experience.

**Field Instructor:** The agency staff representative who has been approved by the department through the Field Education Director and has agreed to supervise a field student placed within the agency for a designated semester and provide regular supervision meetings.

**Field Student:** A social work major student who has successfully completed all required prerequisite social work (C or better) and general education courses and is enrolled in the field practicum semester.

**Generalist Practice:** Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention

methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

**Learning Contract:** A guideline that states the types of activities that the field student will complete during the field experience. The field student and field instructor work together to create the learning contract, which is reviewed by the faculty liaison.

**Learning Needs Profile:** Field students identify their progress in meeting the BSW program competencies and indicate what their learning needs are for the field experience. The learning needs profile is used to create the learning contract.

**Senior Presentations:** The event at the end of the semester when students present the results of their agency-based research projects and discuss their educational experiences in the program and field experience. Field instructors, agency representatives, friends, and family are encouraged to attend.

**Student Evaluation of Field Placement:** At the end of the field experience, students provide feedback that is used to help place future students.

**SWK 462, Seminar in Social Work Methods (3 credits):** Builds on the field experience and must be taken concurrently with Field I-II to integrate the concepts and skills of the program for entry-level social work practice. Emphasis on the generalist approach covering the basic elements of assessment and intervention as applied to field learning. In conjunction with the field experience, integrates theory with practice across systems (i.e., individual, family, group organizations and community processes). Major research project required. *Prerequisites: Social work major and successful completion of all courses in the major with a C or better.*

**SWK 460 & 461, Field Work in Social Work I (6 credits) & II (6 credits):** Majors in social work must take these concurrently with SWK 462 for a total of 15 credit hours. Provides experience in social work practice in a community-based agency under supervision and instruction from agency staff. Involves providing agency services while further developing and enhancing social work practice skills by supplementing and reinforcing

classroom learning. Practicum includes a minimum of 450 clock hours in placement. The program educational objectives are the evaluation criteria for successful completion of the field work. Students must have earned a C or better in all required social work courses before enrolling. *Prerequisites: Social work major and successful completion of all courses in the major.*

**Task Supervisor:** This is a person other than a field instructor who may provide day-to-day supervision for a student. The task supervisor may or may not meet the requirements for field instructors. When a task supervisor is included in a student's placement, the task supervisor and field instructor work together to monitor student progress. Both should provide input for the evaluations and sign them.

## **II. BACCALAUREATE SOCIAL WORK PROGRAM DESCRIPTION**

The Department of Social Work & Gerontology houses three programs. The undergraduate social work program is a fully accredited program (since 1974) by the Council on Social Work Education which offers a BSW degree. The Gerontology Program offers an undergraduate interdisciplinary minor in gerontology. The Millersville & Shippensburg collaborative Masters in Social Work (MSW) Program began in the Fall of 2006 and is also a CSWE-accredited program. This handbook provides information about field education within the BSW program.

### **A. BSW Program Mission, Goals, and Competencies**

The BSW program at Shippensburg University earned accreditation from the Council on Social Work Education (CSWE) in 1974. This was the first year that CSWE granted accreditation status to baccalaureate programs. The program maintains accreditation status and has been continuously reaffirmed by the Council. In 1999 the program changed its degree from a Bachelor of Arts (BA) in Social Work to a Bachelor of Social Work (BSW).

#### **Mission**

The mission of the Shippensburg University BSW program is to provide comprehensive preparation for competent entry level social work practice and/ or graduate study. This program includes (1) a curriculum grounded in the generalist approach; (2) a special emphasis on the respect for diversity and human rights; and (3) involvement and leadership in the practice community from the local to the global.

#### **Program Goals**

##### **Goal 1:**

To prepare students to use the generalist approach to become competent entry-level social work practitioners and/or to prepare students for graduate study in social work.

**Goal 2:**

To provide leadership about diversity and human rights issues to the University and the region in order to work towards greater inclusion and social justice.

**Goal 3: Partnership**

To collaborate with the practice community for mutual professional growth and development, with an emphasis on regional partnerships.

**Competencies and Behaviors**

**Competency 1–Demonstrate Ethical and Professional Behavior**

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

## **Competency 2 –Engage Diversity and Difference in Practice**

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness

## **Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies

to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.



#### **Competency 4 –Engage in Practice-informed Research and Research-informed Practice**

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

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

#### **Competency 5 –Engage in Policy Practice**

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

## **Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities**

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

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

## **Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical

frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf

of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## **B. Curriculum Overview**

The curriculum design reflects the educational mission, goals, and objectives of the program to prepare students for entry-level generalist social work practice and graduate study. Our curriculum is in keeping with CSWE educational policy standards which state (CSWE 2015<sup>1</sup> EPAS, p.5):

*The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.*

Additionally, CSWE EPAS identify nine core competencies that are vital to preparing generalist social workers. These nine core competencies focus on knowledge, values and skills related to: professional identification, ethical principles, critical thinking, diversity, human rights and social and economic justice, research, human behavior in the social environment, policy, contexts that shape practice and multi-level practice. All of these competencies are represented in the courses outlined in the BSW Student Handbook and further described in the university catalog.

Please see BSW Student Handbook for the Curriculum Planning Checklist, which is used with advising students to keep account of requirements and the students' development. There is a liberal arts base reflected in the

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<sup>1</sup> The Shippensburg University BSW Program is functioning under the 2015 CSWE EPAS: <http://www.cswe.org>.

General Education (G.E.) requirements. Students must successfully complete all required courses before they are eligible to do the field practicum. Other than approved field placement during the senior year, no credit is given for practice experience.

### **III. FIELD EDUCATION OVERVIEW**

#### **A. Field Education Description & General Overview**

The 450-hour field experience is the culminating experience of the student's undergraduate social work education. Along with the seminar course field education, it offers the opportunity to put the previous years of academic preparation and volunteer experience to work through the integration of theory and practice. In the final semester of undergraduate education, students complete SWK 460 Field Work in Social Work I (6 credits), SWK 461 Field Work in Social Work II (6 credits) and SWK 462 Seminar in Social Work Methods (3 credits).

Selecting an area of interest, identifying educational needs, and specifying an agency are very important professional decisions. The BSW Field Education Director is available to assist students throughout the selection process in the Preparation for Practicum course (SWK 388). This one-credit course is completed the semester prior to entering the field semester. Students must complete all required social work courses successfully (C or better) before beginning the field education semester. CWEB students may take SWK 388 earlier, depending on graduation timeline. Consult the BSW Field Education Director for information.

There are many options available for placements such as children and youth services, health care, mental/behavioral health, drug and alcohol services, corrections, domestic violence, residential youth care, education and aging. Students will receive individual field instruction from a qualified professional at the agency. Field instructors, faculty liaisons and students work together to create opportunities for micro, mezzo and macro practice experiences.

In order to develop an effective field experience several separate but interrelated selection processes occur. The BSW Field Education Director has direct responsibility for finding and approving agencies for potential field agencies and for screening and approving identified field instructors at the agencies.

Typically an agency, student, faculty member, or any combination could initiate an interest for a field partnership. Once the BSW Field Education Director is informed of an interest, he/she would contact the agency and/or field instructor to explore that interest. Then the potential agency representative and/or the potential field instructor complete the appropriate

forms and submit them to the BSW Field Education Director for review and approval. Once approved and both the student and field instructor have agreed upon the practicum, the student completes a **Learning Needs Profile** and then the **Learning Contract** is completed by the field instructor and student and signed.

NOTE: The BSW Field Education Director will have final approval concerning all field placements. SWK 460, 461, & 462 are offered in the Fall and Spring. This is not a summer option in our regular, main campus program option.

## **B. Field Education Objectives**

In social work, the signature pedagogy is field education.

*Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program. CSWE. (2015). Education Policy and Accreditation Standards, p. 12.*

Consistent with the standards of CSWE, the BSW program at Shippensburg defines the **Learning Objectives of Field Education**:

- To provide exposure to, and appreciation for, the working realities of practice
- To increase professional identity as a social worker
- To increase professional self-evaluation and practice evaluation
- To increase the ability to understand and to use professional supervision
- To increase commitment to professional self development
- To increase ability to integrate theory and practice

## **IV. FIELD AGENCY SELECTION AND STUDENT PLACEMENT POLICIES**

### **A. Criteria for Selection of Agencies**

1. Placement settings need to be selected to provide students the opportunity to practice through in-person contact from the base of the generalist perspective that they have developed throughout their educational experience.

2. Field instructors need to be familiar with the program goals and competencies and how the curriculum implements these guiding principles.
3. Agencies need to be consistent with social work values and ethics concerning professional service delivery activities.
4. The field experience must be viewed as an individualized integrative learning experience by all involved. Practice opportunities need to be provided to the student, by the agency, that are consistent with identified learning needs of the student, particularly as they relate to the program competencies.
5. Field practicum performance must be evaluated based on criteria consistent with the generalist perspective definition of practice and particularly in relation to the CSWE competencies. A student should not be evaluated solely on the ability to deliver a particular agency's services.
6. The availability and activity level of the agency needs to ensure to the student sufficient quality opportunities to allow for a minimum of 430 hours of practicum experience in the agency. Students are given credit for the remaining 20 hours when they attend the Field Retreat and Senior Presentations.
7. The agency ensures the provision of field instructor(s) in terms of availability to work consistently with the student for integration of program educational objectives. This is not an agency supervision function, but rather a teaching, mentoring function. The agency should allow field instructors time to attend the orientation, training seminars, curriculum development, and integrative learning-supervisory conferences with students and faculty liaisons.
8. When a field agency is in a field of service in which there are standard setting bodies, the agency should qualify for membership.
9. The policy setting body, administration, and staff of the agency should have respect for and support professional education as evidenced in the objectives and educational focus of the field program. They should be willing to undertake individually and collectively the responsibilities of a teaching agency. This could include things such as the provision of field instructors; authorized activities for students; provision of adequate work space, telephones, dictating facilities, supplies, transportation costs, practice space, and an orientation process.
10. The agency must be willing to participate in a mutual evaluation process involving agency, student, Field Instructor, Faculty Liaison, and Field Education Director to monitor the quality and effectiveness of the

experience for the student as well as the compatibility of the experience with program educational competencies.

11. Identification of the agency can be initiated by the agency, the student, Field Education Director or any combination thereof. Completion of the appropriate forms is required as the initial step in the selection and approval of an agency for field education.
12. The Field Education Director will review the agency information form and field instructor application as well as talk with the agency representative to determine appropriateness and compatibility. It is the responsibility of the Field Education Director, in consultation with program faculty, to approve or not approve an agency for a field opportunity.
13. Students and Field Instructors should meet each other before agreeing to a field education partnership.
14. The agency has the prerogative to discontinue its participation for interim periods or completely. It also has the right to choose those students whose learning needs can be met with agency resources available. The agency can refuse to accept a student.

### **B. Criteria for the Selection of Field Instructors**

1. The availability of qualified field instruction is essential to practice integration. The field instructor's approaches must be congruent with the generalist mission of the program and they must support and understand the concept of field education.
2. The field instructor may be chosen from the staff of the agency setting or may be allocated by the social work program. The field instructor should have a Bachelors in Social Work (BSW or BA in Social Work) or an MSW from a CSWE-accredited social work program and have worked at the agency for at least six months and have at least two years post-social work degree practice experience. (see #6 for exceptions)
3. The field instructor must have time available separate from the normal job function that allows for access to the student to focus with the student on the learning objectives for field. A minimum of one hour conference per week for the student-instructor conference is required. Operational-duty supervision is understood to be part of the day to day activities of the instructor with the student. It is expected that an instructor could adjust time availability to the individualized learning needs of the student, within reason.
4. Assessment of the field instructor's qualifications takes into account professional education, commitment to the values of the social work profession, competence in practice, interest and competence in teaching,



and willingness to participate in training seminar given by the program.

5. The field instructor must have the recognition and the support of the agency and the program as a field instructor to assure the clarity of role and function in relation to the student's learning.
6. If an agency representative is interested in working with students, but does not have an undergraduate social work degree or MSW from a CSWE-Accredited program, the BSW Field Education Director considers the reasons that the applicant may be a good choice as a supervisor for students. Reasons might include that the agency offers a unique professional experience or the staff member is closely connected with our program (for example, advisory council members). The staff member should complete a Field Instructor Information Form. The BSW Field Education Director must work to ensure that the student will still gain a social work perspective while working in the agency. There are two options:
  1. The agency staff member and BSW Field Education Director identify a professional in the same or closely related agency who would serve as the field instructor. This person must meet Field Instructor qualifications, be willing to meet with the student at least one hour per week to provide social work supervision and participate in planning learning activities and evaluating the student's performance. This person is known as the Social Work Supervisor.
  2. The student attends an additional hour of supervision each week with a social work faculty member to integrate a social work perspective with their work in the agency.
7. The field instructor must be willing to complete a midterm and a final evaluation on the student and to involve the student directly in the evaluation process.
8. The field instructor is required to attend the Field Retreat at the start of the semester.
9. The field instructor will complete a **Field Instructor Information Form** outlining their credentials and experiences. This will be forwarded to the BSW Field Education Director for review and approval to make certain their qualifications are appropriate for social work practice integration.

### **C. Procedures for Applying for Field Education**

The ongoing Professional Development Review process, the use of competencies in each course, advising, and student learning and volunteer experiences are mechanisms that support the student's preparation for field education. The BSW Field Education Director maintains a placement resource

file for students to explore when interested. Also, the BSW Field Education Director is available for consultation and assistance at any point in the educational process of the students that they choose to consult.

The following outline explains the steps and procedures necessary to gain a field practicum placement:

- Step 1: All required courses must be successfully completed with at least a C or better.
- Step 2: Student must have a 2.5 GPA and full professional status in order to be eligible for a field placement. Students may petition the department's faculty for an exception.
  - Step 2a: Students who are seeking to enter the field semester and do not have a 2.5 or above GPA, or do not have full professional status must petition to the Social Work Faculty, in writing, for exception to this policy. Student must include justification for their requests.
  - Step 2b: The Social Work Faculty will review the request and make a decision about whether the student is approved to move into the field semester. If approved, there may be conditions for the student to meet.
- Step 3: SWK 388 Preparation for Field Practicum must be successfully completed during the semester immediately prior to the semester in which the student is to complete the field semester. The Learning Needs Profile, information about agency resources, the placement process, expectations, concerns, etc. are provided in this course. CWEB students may take SWK388 earlier, see BSW Field Education Director for more information.

Preparation for Field Practicum class will also include the following steps:

- Step 4: Students will arrange for individual appointment(s) with the BSW Field Education Director to discuss their learning needs and what agencies exist to match with those needs. Students are encouraged to use the resource and expertise of the director. From these appointments potential agency placements will be identified. The director will provide the student with contact information for the student to arrange an initial interview with the agencies.
- Step 5: The BSW Field Education Director will forward copies of the student's resume and cover letter to the relevant agency(ies) for their review prior to any scheduled interview. Additional

materials are sent that provide more information about field education.

- Step 6: The student will arrange interview appointments with the respective agency to discuss learning needs and to discover what resources the agency(ies) have to offer. The main intention is to seek a match of learning needs and agency resources. The agency representative will determine agency willingness and ability to meet the learning needs. The field education director will serve as a mediator between the student and the agency in the event of questions, obstacles or exceptions. Mutual agreement between the agency and the student is necessary for the placement to be confirmed by the director.
- Step 7: The student will report to the BSW Field Education Director after the interview(s). If the agency is in agreement and the student is in agreement and the director can additionally assure that the student's needs can be met by that particular agency, the director will confirm the placement with the agency and the student. The student should submit the Request for Approval of Field Practicum Agency form to the director.
- Step 8: The BSW Field Education Director will present the list of students and their respective placements to the faculty for their review and preparation for either field instruction or liaison duties. If there are any serious concerns or doubts expressed by faculty based on knowledge of student and/or agency this would be discussed with the student and changes may be made.
- Step 9: The field student should finalize the Learning Needs Profile, tailoring it to the opportunities available at the selected agency.
- Step 10: The BSW Field Education Director will send the Learning Contract and Learning Needs Profile to the field instructor as well as a letter confirming the placement providing relevant dates, times and any other expectations. The student is expected to also communicate with the agency of choice as well as any others they explored as potential choices to inform them of their choice. This is seen as a matter of professional courtesy.
- Step 11: The BSW Field Education Director will develop a master list of all placements designating field instructors, agencies, faculty liaisons, students with addresses and telephone numbers. This will be distributed to all concerned as well as kept on file.
- Step 12: All students must obtain current child abuse, criminal record clearances and liability insurance during the Preparation for

Practicum class.

#### **D. Roles and Expectations for Each Participant**

Field education necessitates close cooperation among the agency, field instructor, school, and student. Please note that a field placement is not a guarantee for students. Every effort will be made but due to a great deal of issues that can arise, students may not be successful in acquiring a placement. Each has a share in the development of a learning contract, which establishes the parameters of these relationships. Each also plays a role in the ongoing assessment of the field education experience. In order for the field objectives to be met and the process to be carried out, it is essential that the roles and responsibilities be clearly defined for those involved. The following lists clarify role expectations.

##### Expectations of the BSW Field Education Director

- ❖ Maintain compliance with CSWE standards and quality of field education.
- ❖ Screen, review and approve agencies for placements according to established standards and criteria for agency selection.
  1. Receive and process agency requests for student placements.
  2. Explore new agencies to satisfy special learning needs of students and special program developments.
  3. Develop and maintain professional working relationships with agencies.
  4. Screen, review and approve the field instructors designated by the approved agencies.
- ❖ Mediate the students' selection of an agency.
  1. Meet with each student as part of a class and individually during the semester to review expectations and to review the student's learning needs.
  2. Help the student gain feedback from other faculty about their learning needs.
  3. Mediate the choice of the student by considering interests and needs of the students and the resources of available agencies. Maintenance of agency information files for students' use is part of this responsibility.
  4. Direct student to agencies for interviews. If a choice is not approved, direct student to other agencies.
  5. Act as mediator to resolve any initial concerns or questions between the agency and student.
  6. Present the tentative placement assignments to the Faculty for consultation.
  7. Assign faculty liaison to various agencies.

8. Confirm final arrangements between the student and the agency.
- ❖ Administrative responsibility for structuring and organizing meetings and seminars for orientation and training of field instructors, and faculty liaison.
  - ❖ Membership on the Social Work Program Advisory Council.
  - ❖ Update and maintain the Field Manual and related forms.
  - ❖ The BSW Field Education Director will have quarter-time teaching reassignment to discharge these roles and responsibilities which includes teaching SWK 388 (1 credit course).

#### Expectations of the Faculty Liaison

- ❖ Coordinate relationships among the program, field agency, and student.
- Facilitate weekly seminar course with field students.
- ❖ Meet with agency field instructors to coordinate program/agency efforts for practice integration for the student.
    1. Provide field instructor with information on student's learning performance and assess learning needs.
    2. Review content of the field manual.
    3. Consult with field instructor in identifying individualized learning needs of student and any obstacles in meeting them.
    4. Assist with developing the Learning Contract and reviewing to ensure it reflects generalist social work activities.
    5. Clarify and mediate between field instructor, student and/or program when there are indications of a student or agency not meeting expectations.
      - a. Meet with field instructor and student in conference to review and evaluate the learning agreement, goals, progress and problems. This will entail a minimum of two such planned visits - the first within the first two weeks and the second at mid-term.
      - b. Meet separately with the student as is necessary.
      - c. Participate in and share in the responsibility for structuring and presenting the orientation and training seminars for field instructors.
      - d. Arrange for student evaluation of the agency and return the evaluation to the BSW Field Education Director.
      - e. Work closely with the BSW Field Education Director regarding use of field agencies and field instructors.

- ❖ Assist with social work supervision for those students who do not have field instructors with a social work degree.
- ❖ Serve as a professional consultant to agencies when mutually agreed upon by University, faculty person and the agency.
- ❖ Provide evaluative feedback to the director about the placements such as appropriateness of the agencies and field instructors, the need for orientation, or the need for training.

### Expectations of the Field Instructor

In many instances the most important learning tool available to the field student is the field instructor. The BSW Field Instructor has the multi-task of being a "teacher in the field," a supervisor, a mentor, and a professional role model.

The following are the minimum tasks expected from the field instructors who have been approved by the BSW Field Education Director and who have agreed to supervise a field student placed within the agency for a designated semester:

- ❖ Administrative Tasks
  1. Complete the Field Instructor Information Form and forward it to the BSW Field Education Director.
  2. Interview each student and reach agreement with the BSW Field Education Director regarding acceptance.
  3. Complete the Orientation to Field, an online training for new field instructors, and send the completion and evaluation for to the field education director.
  4. Attend the Field Retreat.
  5. Provide adequate space and physical facilities for student.
  6. Develop a plan for student assignment, including:
    - a. Structure a workload of reasonable volume and complexity with focus on the individual learning needs of student.
    - b. Provide a variety of assignments that permit depth and breadth. Involvement with various methods, that respond to the identified learning needs of the student.
    - c. Provide students with opportunities in practice as early as possible.
  7. Negotiate with the student a mutually agreed upon learning contract regarding the student's learning needs and the agency expectations.
  8. Structure a regular supervisory-learning conference time weekly, minimum of one hour, with a mutual agenda from both the field instructor and the student.
  9. Include the student in ongoing operations of the agency, such as

staff meetings, workshops, agency conferences, board meetings.

❖ Orientation

1. Provide an orientation to the agency and the respective functions of its components.
2. Provide the student with opportunities to visit community resources which are used by the agency and the clients.
3. Provide the student with opportunities to attend training sessions and workshops available to the agency or others.
4. Recommend readings that are appropriate for the student and the particular agency.

❖ Training and Instruction Tasks

The field instructor should provide the following for the student:

1. Agency information regarding purpose, function, policies and procedures
2. The student's functions
3. Expectations regarding skill development
4. Methods of practice integration
5. Ways of using field instruction supervision effectively
6. Strengthen professional values and ethics
7. Written midterm and final evaluations which include ongoing feedback on performance and learning
8. Coordination with the Social Work Program

Expectations of the Field Student

❖ Participate responsibly in the selection of the field site.

1. Prepare a resume and cover letter for each agency of interest.
2. Complete the Learning Needs Profile by the designated due date.
3. Meet with the BSW Field Education Director to discuss the profile and choices of agencies.
4. Make appointments with and visit agencies to determine feasibility and to clarify working agreements.
5. Keep the director informed about the process.
6. Confirm final choice with director and with agencies visited.

❖ Fulfill time requirements for the practicum.

1. 450 total hours are required. 430 of the hours should be completed in the agency. The remaining hours are completed by attending the field retreat and senior presentations. The specific days and hours will be determined by the agency's service structure and agreed upon by the program, agency and the student.
2. The student will follow the agency calendar and is entitled to agency holidays. Any time lost due to illness or for other reasons must be made up. If additional hours are not put in during any

week, a plan for compensatory time should be arranged. The student is to negotiate with the agency whether and when academic spring vacation will be taken.

3. In most cases, field hours should begin the first week of classes and end the last week of regular classes (this is the week before final exams). If it is acceptable to the field instructor, students may begin hours one week prior to the start of classes and/or end one week before the end of regular classes. Students should discuss these options with the field instructor and faculty liaison.
- ❖ Arrange for transportation.
    1. Have a responsible plan for getting to agency site regularly and on time.
    2. Clarify if the use of own auto is needed for the field placement and maintain adequate auto insurance.
  - ❖ Comply with agency standards and requirements.
    1. Honor the dress code.
    2. Fulfill all commitments made and complete all assigned tasks.
    3. Keep the agency informed of relevant events and transactions.
    4. Show due respect to agency property, agency rules and regulations, agency staff and agency clients.
    5. Obtain practice liability insurance and appropriate clearances.
  - ❖ Actively engage in the field experience for advancing own learning.
    1. Use the experience consciously to develop knowledge, values, and skills.
    2. Make use of supervision and structured conferences.
    3. Be responsible for developing initiative, independence, and responsibility. "Ask, do not always wait!"
    4. Develop openness and sharing of feelings, opinions and ideas.
    5. Develop critical professional self-assessment and system assessment.
    6. Develop a strong commitment to the quality of client service delivery.
    7. Apply professional values and ethics as the code of conduct.
    8. Develop abilities for practice integration.
    9. Relate and share learning experiences from seminar and the practicum with the field instructor and faculty liaison.
  - ❖ Complete a midterm meeting agenda that discusses the progress toward the learning contract. This will be shared with the field instructor and discussed with the faculty liaison during the midterm agency visit.
  - ❖ Provide feedback about the field experience by completing the Student View of Placement form at the end of the semester.



- ❖ Fulfill requirements for SWK 462 Seminar in Social Work Methods
  1. Attend the seminar sessions regularly and be on time.
  2. Complete all assignments in a professional and timely manner.
  3. Participate in seminar discussion by relating field experiences and knowledge contents.

A. Make an oral presentation and a professional poster at the end of the field semester to a group of faculty, students, agency representatives, family, friends and other invited guests. This is to provide feedback about the overall educational program as well as about the field experience learning.

### **E. Developmental Concern Identification Process**

If there are concerns about the student in field instruction, the Department's Developmental Concern Identification Process can be initiated by the Field Instructor, Field Liaison or Field Education Director. See Social Work Student Handbook (on-line), or contact Field Director for additional information.

This review will examine the details of the situation and determine suitable next steps, which may include a removal from placement or the program. Decisions of the Developmental Concern Identification Process can be appealed in accordance with the procedures outlined in the BSW Student Handbook. The purpose of any such review is to protect a) the client/public; b) the student; c) the agency; and d) the program by ensuring student readiness and suitability for the field. Concern for the wellbeing of all constituents is the overarching principle of all reviews.

## **V. ADDITIONAL INFORMATION FOR FIELD EDUCATION**

### **A. Resources Available to Students in Selecting Field Agencies**

There are a variety of sources of information available to students as they go through the process of selection of a site for field. These sources should be used in combination with discussion with your advisor and the field education director. They include:

- Field Agency Information Forms - these documents provide data regarding the respective agency services and location. They can be accessed through the BSW Field Education Director.
- Student Evaluations of Placement - these are reports from previous students that reflect their opinions about the quality of the placements. These can be accessed through the BSW Field Education Director.

- Complete Listing of Placements - the BSW Field Education Director maintains a file of all approved agency placements which includes the above documents and any other information that may have been obtained about the placement including agency location and contact person(s).

## **B. Child Abuse History Clearances, Criminal Record Checks, and FBI Background Checks**

Students are required to obtain current child abuse history and criminal record checks when they are enrolled in SWK 388 Preparation for Practicum. The forms and instructions for completing these clearances will be provided in class and are available in the Appendices of the field manual.

**Criminal Record Check:** The request for criminal record check can be completed on-line or by submitting the Criminal History Request Form. The web-based application can be accessed at the following website: <https://epatch.state.pa.us/Home.jsp>.

**Child Abuse History Clearance (ACT 151):** The Child Abuse History Clearance Form and instructions for submission can be accessed through the Department of Public Welfare at the following website: <http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>.

**FBI Federal Criminal History (Fingerprinting):** Some agencies require students to obtain FBI Background Checks. Students should ask at the interview if they are required and begin the process as soon as the placement is approved. The process begins at the following website: [https://www.pa.cogentid.com/index\\_dpw.htm](https://www.pa.cogentid.com/index_dpw.htm). Students should request clearances through the Department of Human Services (not the Department of Education) unless instructed otherwise by their agency. Please refer to the website for additional instructions on locating fingerprint sites and obtaining your results.

## **C. Professional Liability Insurance**

Students must obtain professional liability insurance that will cover the time they are in the field placement. Liability insurance can be purchased through NASW Assurance Services: <http://www.naswassurance.org/>. Student membership in NASW is required to purchase the liability insurance and can be obtained at the NASW website: <http://www.naswassurance.org/>. There can be other options, please discuss those with the BSW Field Director for choices.

#### **D. Grievance and Appeal Rights of Students**

If a student is dissatisfied with the placement they may indicate that to the field instructor and/or to the faculty liaison. Consideration will be given to their concerns and with appropriate justification, a new placement will be sought. This would be arranged by the BSW Field Education Director who makes the final decision.

Upon the instance that a student disputes an evaluation by the field instructor and/or the faculty liaison which then results in failure of the field course or removal from an agency, that student may request an appearance before the social work faculty which includes the field education director and the department chair. The students are expected to present an opinion on the matter and may also have someone present for additional representation or support. The student would have the right to appeal the decision of the committee to the Dean.

#### **E. Child Welfare Education for Baccalaureates (CWEB)**

Child Welfare Education for Baccalaureates (CWEB) is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare and fourteen undergraduate social work degree programs. The goal of the program is to strengthen public child welfare in Pennsylvania by providing educational opportunities for undergraduate social work majors preparing for employment in one of Pennsylvania's sixty-seven public child welfare agencies. Qualified persons may receive financial support in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency following their studies. For more information, see the CWEB protocol in the BSW Handbook.

#### **F. Employment-Based Field Placements**

An Employment-Based Field placement could be an option available for students who would like to have a field placement at the agency where they are employed. To be eligible for this option:

- The placement must meet the same criteria set for non-employment based field sites.
- The student must have a Field Instructor that is different from their work supervisor. The Field Instructor must meet all the requirements for being a BSW Field Instructor. Field Instructors and assignments within the agency must be approved by the BSW Field Education

Director.

- The student submits a pre-screening form for an Employment-Based Field Education Placement to the BSW Field Director the semester that the student is in Prep for Practicum (SWK 388).
- The BSW Field Education Director will review the request with the faculty. After review of the pre-screening form, the BSW Field Education Director will notify the student if they are eligible interview and apply for an internship at the agency

### **G. General Safety Policy and Procedures**

The Social Work Department places a high priority on student safety in their field placements. The following guidelines, procedures, and tips were created in recognition of the fact that physical vulnerability of professional social workers and violence in the lives of clients/consumers/communities are current realities. This policy clarifies the respective roles of the University/Department, the agency, and the student with the goal of collaboration to maximize safe practice. Unfortunately, we are aware that there can be safety issues in all social work settings.

Responsibilities and Roles – University/Department, Agencies and Students

Shippensburg University: The University does not provide personal health, auto, property or accident insurance coverage in any situation including off campus activity participants. Participants and volunteers are responsible for personal medical costs or personal property losses incurred during their participation in the off-campus activity. The University strongly recommends participants have health insurance and personal property insurance.

Shippensburg Social Work Department will:

- Provide students with an overview of safety in the field through Prep for Practicum (SWK 388).

- Provide feedback to students on safety practices through seminar classes, field visits and Field Practicum Evaluation of Student Performance.
- Contact the student's faculty field instructor if the student's concerns about safety interfere with the learning process. In consultation with the faculty field instructor, develop a plan that addresses the student's educational needs and the agency's requirement to provide services.

Students: Students are provided orientation to safety issues as a formal part of the process to apply for a field placement. We expect students to complete readings and assignments during their orientation as well as to take responsibility for the actions below to fully participate in promoting safety in their practice.

#### Social Work Students

- Read and be familiar with the safety policy and procedures of the Department and of the agency where they are placed and abide by health precautions and protocols related to the specific agency setting.
- Attend orientation, workshops, and training programs related to safety and safe social work practice offered by the Department and their agency.
- Discuss site specific safety concerns with their supervisor at the beginning of the semester and record those in the first supervisory Conference Report.
- Read and be familiar with safety materials provided in this manual. Inform the field supervisor if they are concerned about their safety.
- The faculty field instructor and field liaison should consult to determine the best course of action to support the student's education. Make careful decisions on whether or not to share rides to placement sites. Not drive in weather that compromises their safety (i.e. snow that closes schools, driving rain, thick fog on mountain passes.) Report to agency supervisor and faculty liaison any incident related to student safety. Incidents may include but are

not limited to: traffic violations while on field time; injuries; verbal or physical threats to students or clients that they are with; or any perceived threat to student safety.

**Security of Belongings:** Valuables should not be brought to placement settings. The agency may provide students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked (e.g., a desk drawer or filing cabinet). Students should not leave electronic devices, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

**Safety Issues Related to Working with Clients:** Social work students work with clients/consumers in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are or appear to be threatening. These behaviors may include (but are not limited to) swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

Some individuals may be prone to violence and may possess a weapon. Others may be intoxicated, high on drugs, in withdrawal, or may have other medical, psychiatric, or neurological disorders. Students should always consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Adapted from Guide to Field Education, Boston University, School of Social Work. Retrieved June 13, 2017



**Social Work Field Placement Agency Information Form**

**Agency Information**

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

Mailing Address: \_\_\_\_\_  
*Street Address* *Department/Floor/Suite*

\_\_\_\_\_ *City* *State* *ZIP Code*

Is the physical address different from the mailing address?  YES  NO

If so, please provide: \_\_\_\_\_  
*Street Address* *Department/Floor/Suite*

\_\_\_\_\_ *City* *State* *ZIP Code*

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Website: \_\_\_\_\_

Standard Setting or Licensing Body for Agency, if applicable: \_\_\_\_\_

Does the agency have current approval/license from this body?  YES  NO

Hours of Operation:

Monday _____	Thursday _____	Saturday _____
Tuesday _____	Friday _____	Sunday _____
Wednesday _____		

**Agency Personnel**

Agency Administrator: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Agency Contact Person for Field Placements: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Does the agency employ staff with Bachelors-level social work degrees (BSW, BASW)?  YES  NO

Does the agency employ staff with Masters-level social work degrees (MSW)?  YES  NO

## Student Information

Please indicate which students you would be willing to host (check all that apply):

- BSW students (1 semester; 450 hours total)  
 MSW students (2 semesters; 400 or 500 hours total)

Please indicate any requirements for placement at your agency (check all that apply):

- Child Abuse History Clearance       Criminal Record Check       FBI Background Check  
 Medical Clearance       Tuberculosis Test       Drug Test  
 Other (please specify): \_\_\_\_\_

Is a car a necessity?  YES  NO

Is there mileage reimbursement?  YES  NO

Does your agency offer or require evening and/or weekend hours for student placements?  YES  NO

If so, please explain:

## Agency Description

How would you describe the type of agency (check all that apply)

- Addictions       Education/School       Occupational/Industrial  
 Aging/Geriatric Services       Health Care       Physical Disabilities  
 Chemical Dependency       Housing       Public Welfare  
 Child Welfare       Mental/Behavioral Health       Victim Services  
 Community Health       Occupational/Industrial       Youth Services  
 Correctional/Criminal Justice  
 Other (please specify): \_\_\_\_\_

Where are your agency's services provided? (check all that apply)

- Agency-Based       Inpatient  
 Community-Based       Outpatient  
 Day Treatment       Residential  
 Home-Based  
 Other (Please specify): \_\_\_\_\_

What types of services does your agency provide? (check all that apply)

- Individual       Clinical Diagnosis       Home Visiting  
 Family       Clinical Therapy       Information and Referral  
 Group       Committee Participation       Interdisciplinary Collaboration  
 Advocacy       Community Organization       Program Development  
 Biopsychosocial Assessment       Court Liaison       Research  
 Case Advocacy       Crisis Intervention       Social Action  
 Case Management       Education       Treatment Planning  
 Cause       Grant Writing       Work with Coalitions  
 Other (please specify): \_\_\_\_\_



### Agency Population Served

Please describe the client/consumer population(s) served by the agency (age, gender, socioeconomic status, race, religion, ethnicity, sexual orientation, language, culture, etc):

## **Additional Information Related to Field Placement**

### Student Roles and Expectations

Describe in detail the professional roles and practice activities that you propose to provide and expect from the student. Please indicate any differences for BSW and MSW students. (You may attached a “job description” if you have one available.)

### Resources

Describe your intent and ability to provide resources for the student (office space, telephone, computer, agency orientation, email account, supplies, practice space, access to agency database, etc.):

### Liability

Describe any liability issues which are of concern to you and/or which a student should be made aware of prior to placement:

### Limitations

Describe any limitations that would be placed upon a student’s learning activities for whatever reason:

Other

Please include any additional information about your agency and/or areas of concern not addressed above:

Thank you for taking the time and effort to complete this request for information. It will be used in determining the appropriateness of your agency for a learning experience for our students. It will also be used by our students as an introduction to your agency when making a choice for their field placements. We recommend that you interview students prior to offering a field placement.

Please submit any other documents, brochures, or handouts that would be helpful in understanding your agency.

If there are any significant changes in this information after submission of this form, please update us as soon as possible. Please complete the information below to indicate that the form is accurate.

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Title*

Please return to the appropriate campus via mail, fax, or email (contact us for email information):

Shippensburg University  
Department of Social Work & Gerontology  
Field Services  
1871 Old Main Drive  
Shippensburg, PA 17257  
Phone: (717) 477-1717  
Fax: (717) 477-4051

Millersville University  
Department of Social Work  
Field Coordinator  
P. O. Box 1002  
Millersville, PA 17551  
Phone: (717) 872-3739  
Fax: (717) 872-3959

For Field Use Only:

Date Received: \_\_\_\_\_ Initials: \_\_\_\_\_

Date of Site Visit: \_\_\_\_\_ Initials: \_\_\_\_\_

Notes:



**Social Work Field Placement Field Instructor Information Form**

**Contact Information**

Full Name: \_\_\_\_\_ Date: \_\_\_\_\_  
*Last First M.I.*

Agency: \_\_\_\_\_ Department/Unit/Program: \_\_\_\_\_  
 Title/Position: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
*Street Address Department/Floor/Suite*  
 \_\_\_\_\_  
*City State ZIP Code*

Is the physical address different from the mailing address?  YES  NO  
 If so, please provide: \_\_\_\_\_  
*Street Address City State ZIP Code*

Work Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_  
 Cell Phone (optional): \_\_\_\_\_ Fax: \_\_\_\_\_

**Education and Credentials**

Bachelor Institution: \_\_\_\_\_  
 Field of Study: \_\_\_\_\_ Degree Acquired: \_\_\_\_\_ Date Received: \_\_\_\_\_

Masters Institution: \_\_\_\_\_  
 Field of Study: \_\_\_\_\_ Degree Acquired: \_\_\_\_\_ Date Received: \_\_\_\_\_

Ph.D./Advanced Degree Institution: \_\_\_\_\_  
 Field of Study: \_\_\_\_\_ Degree Acquired: \_\_\_\_\_ Date Received: \_\_\_\_\_

Other Degrees and/or Certifications: \_\_\_\_\_

Professional Credentials (check all that apply):  
 ACSW Date: \_\_\_\_\_  LCSW Date: \_\_\_\_\_  
 LSW Date: \_\_\_\_\_  Other (please specify): \_\_\_\_\_  
 Date: \_\_\_\_\_

Professional Memberships: \_\_\_\_\_

**Field Instruction Information**

How many years of social services experience do you have? \_\_\_\_\_

How long have you been at your current agency? \_\_\_\_\_

Have you previously been a field instructor for undergraduate social work students?

\_\_\_ YES \_\_\_ NO

Approximately how many have you supervised? \_\_\_\_\_

For which institution(s)? \_\_\_\_\_

Have you previously been a field instructor for graduate social work students? \_\_\_ YES \_\_\_ NO

Approximately how many have you supervised? \_\_\_\_\_

For which institution(s)? \_\_\_\_\_

Have you previously been a supervisor for students obtaining other degrees? \_\_\_ YES \_\_\_ NO

Please describe:

Is this your first time supervising a Millersville University social work student? \_\_\_ YES \_\_\_ NO

Shippensburg University social work student? \_\_\_ YES \_\_\_ NO

Please indicate which students you are interesting in supervising (check all that apply):

\_\_\_ BSW students (1 semester; 450 hours total)

\_\_\_ MSW students (2 semesters; 400 or 500 hours total)

Please list any training and/or teaching experience:

How do you best describe your area of expertise (both skills and field of practice)?

How do you hope to benefit by supervising a social work student? Why are you interested in being a field instructor?

### Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge. I understand that, as a field instructor, I will need to provide regular supervision and complete required trainings (please see program field manual for details).

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

Please return to the appropriate campus via mail, fax, or email (contact us for email information):

Shippensburg University  
Department of Social Work & Gerontology  
Field Services  
1871 Old Main Drive  
Shippensburg, PA 17257  
Phone: (717) 477-1717  
Fax: (717) 477-4051

Millersville University  
Department of Social Work  
Field Coordinator  
P. O. Box 1002  
Millersville, PA 17551  
Phone: (717) 872-3739  
Fax: (717) 872-3959

Date Approved: \_\_\_\_\_

Initials: \_\_\_\_\_

Request for Approval of Field Practicum Agency

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Do you have professional status?

YES

NO, Please explain:

I would like to complete my field practicum at the following agency:

1. Name of agency \_\_\_\_\_

2. Name of Field Instructor \_\_\_\_\_

a. Email address \_\_\_\_\_

3. Does the field instructor have a BSW or MSW? Yes No

4. If no, what is your plan for social work supervision? (Circle one)

a. Meet with a BSW or MSW in the agency for an hour each week.

Name \_\_\_\_\_

b. Attend faculty supervision.

5. Will you be paid for your internship? Yes No

a. Please provide details (as an employee? Stipend? Paid internship?):

The BSW Field Education Director will review requests and then present them to the department at the next faculty meeting. You will receive notification after the next faculty meeting.

FOR FIELD COORDINATOR USE:

Date \_\_\_\_\_

\_\_\_\_ Approved

\_\_\_\_ Need More Information:

\_\_\_\_ Not Approved

\_\_\_\_ Student confirmation email sent (copied to Field Instructor)

\_\_\_\_ Field Instructor confirmation packet sent

**SU BSW Program: Proposal for Practicum at Place of Employment**

**Please provide a description of the agency (location, size, personnel, population served).**

**Please provide a detailed description of your current work role. What do you do?  
What is your schedule? How many hours do you work? Who is your supervisor?**

**Describe your proposed practicum and identify your proposed Field Instructor. Be sure to carefully describe the ways in which your student role will offer you learning opportunities that are distinct from the responsibilities associated with your employee role.**

**An expectation of all field experiences is that they will provide micro, mezzo and macro social work opportunities. Please discuss the ways in which this proposed practicum will meet this requirement.**

**Students need to complete 430 hours field placement hours in the agency. Please outline your proposed schedule, which will balance work and practicum time requirements.**

**STUDENT** \_\_\_\_\_ **DATE** \_\_\_\_\_

**FIELD INSTRUCTOR** \_\_\_\_\_ **DATE** \_\_\_\_\_

**BSW FIELD DIRECTOR** \_\_\_\_\_ **DATE** \_\_\_\_\_

The signatures indicate that all parties agree and support the proposal presented above. Final approval of the practicum site is dependent upon the collaborative completion of this form *and* the completion, submission, and approval (by the Field Director) of the **Field Instructor Professional Profile and Agency Profile** forms.

**SHIPPENSBURG UNIVERSITY  
DEPARTMENT OF SOCIAL WORK & GERONTOLOGY**

***BSW FIELD PRACTICUM LEARNING NEEDS PROFILE (LNP) INSTRUCTIONS***

This information will provide more information for your prospective field placement agency and serve as the basis for a learning contract with your field placement agency/organization. Please be as specific and clear as possible since this information will be sent to your agency to assist in guiding your assigned learning activities and supervision.

If you need help, ask your advisor to assist you and make an appointment with the BSW Field Education Director to review your Learning Needs Profile prior to the due date for the LNP.

Due date for Final LNP: \_\_\_\_\_

**I. CURRENT LEARNING NEEDS:**

Discuss your current learning needs using the following questions as a guide. This data will inform the agency of your learning needs and objectives for your field experience. Specific indicators of success in addressing your learning needs will be developed in consultation with your field instructor and faculty liaison. These indicators will be constructed based on the information you provide. You are expected to relate your learning needs with an open, professional self-evaluation and clear articulation of needs.

- What is the status of your achievement of the program educational objectives? You should review each of the BSW Program's nine competencies. Examples of what is meant by each of these competencies can be found in the "Educational Competencies and Behaviors" in the field placement evaluation form. The competencies are part of our goal to help prepare you for generalist practice and/or graduate study. They include that students will be able to:
  1. **Demonstrate Ethical and Professional Behavior**
  2. **Engage Diversity and Difference in Practice**
  3. **Advance Human Rights and Social, Economic, and Environmental Justice**
  4. **Engage in Practice-informed Research and Research-informed Practice**
  5. **Engage in Policy Practice**
  6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
  7. **Assess Individuals, Families, Groups, Organizations, and Communities**
  8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
  9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**The organization of the Learning Needs Profile (LNP) should include:**

- 1. Header that is the same as your resume (the top portion with your name and contact info).**
- 2. Competency Discussion: Students will address two competencies of strength and two areas for growth.**
- 3. Supervision: What are your expectations for supervision? How do you intend to use supervision?**
- 4. Learning Style: What is your learning style? How do you learn best?**
- 5. Learning Opportunities: In what practice activities do you want to gain experience?**



**APPENDIX G**

**SHIPPENSBURG UNIVERSITY DEPARTMENT OF SOCIAL WORK & GERONTOLOGY  
EMERGENCY CONTACT INFORMATION**

**Instructions:** The PRACTICUM STUDENT should complete this form, keep one copy and then distribute a copy to the Field Instructor and Faculty Liaison.

Name: \_\_\_\_\_ Location in Placement: \_\_\_\_\_

Primary Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Secondary Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_

Primary Home/Cell Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Email Address: \_\_\_\_\_

**FIELD INSTRUCTOR**

Name: \_\_\_\_\_ Location in Placement: \_\_\_\_\_

Primary Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Secondary Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_

Primary Home/Cell Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Email Address: \_\_\_\_\_

**ALTERNATIVE CONTACT PERSON AT PLACEMENT**

Name: \_\_\_\_\_ Location in Placement: \_\_\_\_\_

Primary Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Secondary Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_

Primary Home/Cell Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Email Address: \_\_\_\_\_

**FACULTY LIAISON**

Name: \_\_\_\_\_ Office Location: \_\_\_\_\_

Primary Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Secondary Work Phone: 717-477-1717 ext. \_\_\_\_\_

Primary Home/Cell Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Email Address: \_\_\_\_\_

**BSW FIELD EDUCATION DIRECTOR**

Name: \_\_\_\_\_ Office Location: \_\_\_\_\_

Primary Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Secondary Work Phone: 717-477-1717 ext. \_\_\_\_\_

Primary Home/Cell Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Email Address: \_\_\_\_\_

**DEPARTMENT CHAIRPERSON**

Name: \_\_\_\_\_ Office Location: \_\_\_\_\_

Primary Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Secondary Work Phone: 717-477-1717 ext. \_\_\_\_\_

Primary Home/Cell Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Email Address: \_\_\_\_\_

SHIPPENSBURG UNIVERSITY  
DEPARTMENT OF SOCIAL WORK & GERONTOLOGY  
*LEARNING CONTRACT FOR FIELD PRACTICUM*

STUDENT \_\_\_\_\_ AGENCY \_\_\_\_\_

It is understood that this learning contract constitutes an agreement with the Practicum Student, the Agency, and the Department of Social Work & Gerontology.

I. The practicum student will be an intern from \_\_\_\_\_ to \_\_\_\_\_

II. The practicum student will meet the competencies and behaviors of the Field Practicum through the practice activities and **assignments mutually agreed upon by the student, the field instructor, and the faculty liaison**. Please review the student's Learning Needs Profile and objectives of field education before completing this document. In addition, consider how the student will gain exposure and/or experience with the multiple levels of generalist practice, including the micro level (individuals), mezzo level (families and/or groups) and macro level (communities and/or organizations). These practice activities/assignments are:

III. The Agency/Field Instructor will recognize the student as a Practicum student and to that end will provide appropriate experiences and instruction. The Agency/Field Instructor agrees to provide adequate agency resources to allow maximum learning for the Practicum student as per the roles and responsibilities for field instruction found in the Field Practicum Section of the Shippensburg University Department of Social Work & Gerontology Student Handbook. These resources will include:

IV. The University/Social Work & Gerontology Department will provide to the Practicum student and Agency/Field Instructor:

1. The Seminar in Social Work Methods concurrent with the practicum.
2. The designated faculty liaison will make a minimum of two visits to the agency and student to ascertain progress of the practicum and guidance for any special problems that may arise.
3. Provide for the awarding of the grade to the practicum student.
4. Provide orientation and training to the agency/field instructor.

V. Have all liability issues been satisfied? YES \_\_\_\_ NO \_\_\_\_ Please explain:

\_\_\_\_\_/\_\_\_\_\_  
Faculty Liaison                      Date                      Practicum Student                      /                      Date

\_\_\_\_\_/\_\_\_\_\_  
Agency/Field Instructor                      Date

**SHIPPENSBURG UNIVERSITY - BSW  
KEY ETHICAL GUIDELINES FOR PRACTICUM PLACEMENT**

All those taking part in internship opportunities are expected to adhere to certain guidelines for ethical, responsible conduct. This is necessary for the benefit and protection of the students themselves, as well as for the clients, placement agencies, instructor, supervisor, and the university. Certain basic guidelines are described below but these are not exhaustive. Students are also expected to learn and adhere to the broader ethical guidelines dictated by profession (NASW Code of Ethics), as well as the guidelines specific to their placement agency. If, at any time, students have questions about ethics or responsible conduct, they should contact their field instructor and faculty liaison. At a minimum, students agree to adhere to the following principles:

1. *Confidentiality.* The identity of clients, or information that would reveal the identity of clients, cannot be revealed without the specific permission of the client. The only exceptions to this area are cases in which the client may be dangerous to themselves or others and in cases of child abuse. In such situations, there may be legal requirements that responsible agencies be informed. There are also certain legal proceedings in which case notes and other records can be ordered to be released by the courts. Interns must familiarize themselves with, and adhere to, confidentiality procedures of their placements and the laws of the state. Case material discussed in class must be prepared in such a way that confidentiality is maintained.
2. *Recognition of Qualifications and Limitations.* Students must recognize the limitations to their training and abilities and must not exceed these in work with clients. It is incumbent upon students that they recognize when clinical situations are beyond their knowledge or ability. When such situations arise, interns will seek assistance from their supervisors and instructor.
3. *Identification as Practicum Student.* Students will explicitly identify themselves as interns to their clients, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or status. Students who will be at a placement for a limited time will inform clients of that limitation at the outset of their work and will consider it in their work with clients.
4. *Record Keeping.* Students will accurately and reliably maintain written and other records as required by their placement agency.
5. *Dual Relationships.* Students will refrain from clinical work with persons with whom they are already involved in other types of relationships. Such “dual relationships” may inhibit their effectiveness and may jeopardize both the client and the trainee. For example, it would not be ethical for an intern to take as a client someone who was a fellow student in class. Similarly, coworkers, friends, and others should not be seen as clients.

6. *Prohibition Regarding Sexual Conduct or Harassment.* Under no circumstances shall students become involved in sexual or romantic relationships of any sort with clients of their placement agency. They will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.

7. *Self-Awareness and Monitoring.* Students will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve their clients or placement agencies. If such conditions arise, they should inform their field instructor and faculty liaison.

8. *Ethics Discussion with Field Instructors.* Students must discuss the ethical standards of their placement with their supervisor. Space is provided at the bottom of this form to indicate that such discussions have taken place and the intern has been informed of ethical expectations.

By signing below the intern agrees to adhere to the guidelines listed above as well as those of the professional discipline and the specific placement agency.

Social Work Intern Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

Faculty Liaison \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed during the Preparation for Practicum Course**

**SOCIAL WORK FIELD PLACEMENT  
CODE OF CONDUCT**

Social Work Field Practicum students are expected to adhere to the standards/ethics of the profession [those advanced by the National Association of Social Workers (NASW) and in compliance with the Council on Social Work Education (CSWE)]. Prior to the practicum, students are asked to review the entire NASW Code of Ethics. What follows are some of the major standards for practice in the field.

Please Note: If at any time during field placement students are in a situation in which they have questions/concerns about a potential ethical dilemma, students must contact their field agency instructor or their faculty liaison.

**Commitment to Clients (1.01)**

Social workers' primary responsibility is to promote the wellbeing of clients.

**Self Determination (1.02)**

Social workers respect and promote the right of clients to self determination and assist clients in their efforts to identify and clarify their goals.

**Conflicts of Interest (1.06)**

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client

**Privacy and Confidentiality (1.07)**

Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

**Physical Contact (1.10)**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

**Derogatory Language (1.12)**

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients

**Dishonesty, Fraud, and Deception (4.04)**

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

**Statement of Understanding**

I understand, as a field student, I am expected to adhere to the values, ethics, and standards of the social work profession.

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

SHIPPENSBURG UNIVERSITY  
DEPARTMENT OF SOCIAL WORK & GERONTOLOGY  
*BSW Student Evaluation of Field Placement Agency*

Name of Agency \_\_\_\_\_ Semester & Year \_\_\_\_\_

Function \_\_\_\_\_

Name of Student \_\_\_\_\_

Name of Field Instructor \_\_\_\_\_

This evaluation form will be used to aid those students exploring field placement and as a source of information for the faculty. Please evaluate these questions from your experience providing examples whenever possible. Please type your responses. This form is available electronically at the Department's website.

1. Level of staff employed by agency. (Specify as to their professional education and experience.)
  
2. Name of person providing direct supervision
  
3. Manner in which service is provided by the Agency:  
Indirect \_\_\_\_\_ Direct \_\_\_\_\_ Both \_\_\_\_\_  
Explain:
  
4. Were the facilities provided by the agency adequate for you to perform your job? Explain.
  
5. As a result of the agency's orientation process, did you gain an understanding of their purpose?
  
6. Did the agency clearly define their expectations and your responsibilities?

7. Did you have scheduled meetings at least once a week? If not explain.

8. Did the meetings contribute to your professional growth?

9. Were you given opportunity to attend and/or participate in the following:

- Staff meetings and conferences \_\_\_\_\_
- In-service training sessions \_\_\_\_\_
- Workshops \_\_\_\_\_
- Interagency meetings and conferences \_\_\_\_\_
- Professional organization conferences \_\_\_\_\_
- Other \_\_\_\_\_

Explain:

10. As a representative of the agency, did you provide service to:

Individuals \_\_\_\_\_ Families \_\_\_\_\_ Groups \_\_\_\_\_ Communities \_\_\_\_\_

Explain:

11. The degree of responsibility you were granted by the agency. Rating should reflect: direct participation in agency function, follow through of the function, and relative importance of the function. Circle one of the following and explain your reasons for this rating.

1

2

3

4

5

Inadequate

Adequate

Exceptional

Explanation:



12. How did you feel upon introduction to other agency staff workers?

13. Your acceptance as an equal staff member by your fellow workers. Circle one of the following and explain.

1	2	3	4	5
Inadequate		Adequate		Exceptional

Explanation:

14. Share some of your feelings about your field experience. Did you enjoy this experience?

15. Any recommendations or suggestions you have to make field experience more meaningful.

**Format for Senior Presentations**

Notes: All students should discuss their research project in the presentation. Your exact time limit will be assigned by the instructor but will range from 10-20 minutes. Please be sure to prepare, prepare, prepare...

- A. Introduce self
  - Name
  - Agency
  - Introduce visitors (agency, family etc.)
  - Agency purpose and function - be sure to give the undergraduates a "flavor" of what the agency work is like regardless of the option you select below.
  - State the general theme you will be presenting
  
- B. Choose one of the following options:
  - A. Select two program objectives. Describe them and then discuss with examples in terms of:
    - One you believe to be your area of strength
    - One you believe is in need of further development
  
  - B. Describe your final project and how your courses, social work values, personal values, skills and general education experience at Shippensburg influenced you to focus on the topic area that you investigated in your research.
  
  - C. Select 2 or more of the NASW Core Values (Service, Social Justice, Integrity, Importance of Human Relationships, Dignity & Worth of the Person, Competence). Describe them and discuss with examples from your field work.
  
  - D. Select your own option for this oral presentation being sure to provide the audience with insight into your experience.
  
- C. Briefly discuss your future goals and plans.

**Midterm Site Visit Instructions**

The student will develop an agenda for the site visit and will hand it in with the completed midterm field instructor's evaluation.

The site visit will be approximately 30-35 minute long. Below are topics that should be covered during the site visit and should be reflected in your agenda.

1. Give specific examples of activities completed from the Learning Contract that demonstrate competence in the learning outcomes. In reviewing your Learning Contract, which tasks have been completed? Which remain?
2. Discuss the diversity of the clients with whom you have worked (may include age range, gender, sexual orientation, cultural practice, racial group, member of a subculture group, problem areas, rural/urban, family forms, disabilities, etc.).
3. Discuss the client situation that you found, personally, to be most challenging.
4. Discuss a community resource you have learned about since starting your placement.
5. Discuss which theories you have implemented with your clients and how these theories impacted your assessment and/or intervention with clients (e.g. crisis intervention, strengths approach, systems theory, ecological approach, sociobehavioral theory, psychosocial approach, etc.).
6. How do you evaluate the effectiveness of your practice with clients?
7. As related to the competencies and practice behaviors, what do you think are your strengths and weaknesses? What plan do you have to work on identified weaknesses? You may also want to include the following types of issues that have been examined in supervision:
  - a. Your ability to develop rapport with clients.
  - b. Your level of interviewing and communication skills.
  - c. Your level of professionalism and how you are perceived by other staff.
  - d. Your documentation skills.
  - e. Your use of supervision time and preparedness for supervision.
  - f. Your strengths/weaknesses related to your performance in the agency.
8. Discuss the progress of your research project.

DEPARTMENT OF SOCIAL WORK & GERONTOLOGY  
SHIPPENSBURG UNIVERSITY

*BSW EVALUATION OF COMPETENCIES*

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

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

Task Supervisor (if appropriate) : \_\_\_\_\_

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

University Faculty Liaison : \_\_\_\_\_

Course : (SWK 389/460 and 390/461) Field Work in Social Work

Directions: Please use this evaluation to assess the student on the nine competencies. and submit it to the faculty liaison by the due date listed on the course calendar. For each competency, please select a rating on the scale provided and provide a narrative description. The following definitions, provided by the Council on Social Work Education (2015) will be helpful as you complete the evaluation.

*Holistic competence:* The demonstration of competence is informed by knowledge (K), values (V), skills (S), and cognitive and affective processes (C&A) that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

*Behaviors:* Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

*Cognitive and affective processes* (includes critical thinking, affective reactions, and exercise of judgment):

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

NOTE: This form is available electronically at the Department's website.

## Basic Professional Proficiency & Ethical Conduct

Answer Code for Evaluation Items

NA. Not applicable or not enough information to form a judgment.

1. Far Below Expectations - needs much improvement, a concern.
2. Below Expectations – needs some improvement to meet standards.
3. Acceptable – meets standards at average level for interns.
4. Above expectations – performs above average level for interns.

<b>I. Basic Work Requirements</b>	Midterm	Final
Arrives on time		
Uses time effectively		
Informs supervisor and makes arrangements for absences		
Reliable, completes requested or assigned tasks on time		
Completes required total number of hours or days on site.		
Is responsive to norms about clothing, language, etc. on site		

Comments Midterm:

Comments Final:

<b>II. Ethical Awareness and Conduct</b>	Midterm	Final
Knowledge of general ethical guidelines		
Knowledge of ethical guidelines of internship placement		
Demonstrates awareness and sensitivity to ethical issues		
Personal behavior is consistent with ethical guidelines		
Consults with others about ethical issues if necessary		

Comments Midterm:

Comments Final:

***BSW FIELD EVALUATION INSTRUMENT  
EVALUATION OF THE PROGRAM EDUCATIONAL COMPETENCIES***

The BSW program includes three broad goals. The first goal is educational in nature and includes nine competencies that are integrated throughout the curriculum. These competencies have been formed on the basis of the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) of 2015. Each course in the major highlights those competencies that more closely relate to the course purpose. These competencies are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level professional social worker for practice.

Consider the activities, skills or indices that will describe and support the evaluation of the professional competencies. The competencies are the desired learning results. We are interested to what extent the student has accomplished them, how they accomplished them, and what future development you would recommend. Concrete examples are useful.

This is a generic, generalist instrument that will be used for all student placement evaluations. This is true whether you are evaluating students for work with individuals, families, groups, organizations, and/or communities. In fact, the best placements offer elements of each.

**Rating Scale for Evaluation of Field Placement Performance**

Instructions: The standards by which an intern is to be compared is that of a beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (Council on Social Work Education). Under each competency statement are several descriptions of the observable behaviors for the competency.

- 1-The intern is not demonstrating competence in this area, and does not give indication they will do so in the near future.
- 2- The intern is not demonstrating competence in this area, but gives indication they will do so in the near future.
- 3- The intern is demonstrating beginning competence in this area
- 4- The intern is demonstrating competence in this area
- 5- The intern is excelling in this area and demonstrating competence beyond expectations.

Please circle the number/response that best represents your assessment of the student's performance in the competency area specified. You are asked to write comments to expand upon any competency statement as this feedback is especially helpful in grade determination.

Please note: It is the faculty liaison who has the responsibility of determining the final grade for Field Practicum (Pass/Fail). The faculty liaison's grade of the student will be based on:

- The field instructor's evaluation and other submitted materials such as journals
- Contributions to the Field Seminar class discussions
- Participation in other meetings and contacts
- The faculty liaison's overall evaluation of the student's performance in field

**IMPORTANT: This form should be typed and the same form saved and used for both the midterm and final evaluations. After completing this form, all parties should keep copies with the faculty liaison providing a signed copy for the student file.**

**Competency 1: Demonstrate Ethical and Professional Behavior**

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

Circle the number the best represents the student’s demonstration of competence.	<b>Midterm</b>					<b>Final</b>				
1A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (K/V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1D. Use technology ethically and appropriately to facilitate practice outcomes (K/V/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1E. Use supervision and consultation to guide professional judgment and behavior (V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments: Midterm**

**Comments: Final**

**Competency 2: Engage Diversity and Difference in Practice**

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

Circle the number the best represents the student’s demonstration of competence.	<b>Midterm</b>					<b>Final</b>				
2A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (K/V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2B. Present themselves as learners and engage clients and constituencies as experts of their own experiences (V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies(V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments: Midterm**

**Comments: Final**



**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

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

Circle the number the best represents the student's demonstration of competence.	<b>Midterm</b>					<b>Final</b>				
3A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (K/V/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3B. Engage in practices that advance social, economic, and environmental justice (V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments: Midterm**

**Comments: Final**

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

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

Circle the number the best represents the student's demonstration of competence.	<b>Midterm</b>					<b>Final</b>				
4A. Use practice experience and theory to inform scientific inquiry and research (K/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (K/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4C. Use and translate research evidence to inform and improve practice, policy, and service delivery (K/V/S)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments: Midterm**

**Comments: Final**

**Competency 5: Engage in Policy Practice**

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

Circle the number the best represents the student’s demonstration of competence.	<b>Midterm</b>					<b>Final</b>				
5A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (K)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5B. Assess how social welfare and economic policies impact the delivery of and access to social services (V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments: Midterm**

**Comments: Final**

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

Circle the number the best represents the student's demonstration of competence.	<b>Midterm</b>					<b>Final</b>				
6A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (K/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments: Midterm**

**Comments: Final**

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

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

Circle the number the best represents the student’s demonstration of competence.	<b>Midterm</b>					<b>Final</b>				
7A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (K/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (K/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (K/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (K/V/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments: Midterm**

**Comments: Final**

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

Circle the number the best represents the student's demonstration of competence.	Midterm					Final				
8A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (K/S/C&A)	1	2	3	4	5	1	2	3	4	5
8B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (K/S/C&A)	1	2	3	4	5	1	2	3	4	5
8C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (K/V/S/C&A)	1	2	3	4	5	1	2	3	4	5
8D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (K/V/S/C&A)	1	2	3	4	5	1	2	3	4	5
8E. Facilitate effective transitions and endings that advance mutually agreed-on goals (K/V/S/C&A)	1	2	3	4	5	1	2	3	4	5

**Comments: Midterm**

**Comments: Final**

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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

Circle the number the best represents the student's demonstration of competence.	<b>Midterm</b>					<b>Final</b>				
9A. Select and use appropriate methods for evaluation of outcomes (K/S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (K/V/S)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes (S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (S/C&A)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments: Midterm**

**Comments: Final**

Midterm OVERALL Summary Comments:

Midterm  
Signature of Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ I agree with the evaluation

\_\_\_\_\_ I do not agree with the evaluation

My field instructor and faculty liaison have discussed this evaluation with me, and I have received a copy.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_



AS PART OF THE FINAL EVALUATION: Please check one of the following:

\_\_\_\_\_ This student has excelled in field placement by performing above expectations for interns. If an appropriate position for a beginning level social worker were open at this agency, this intern would be considered among the top candidates for this position.

\_\_\_\_\_ This student has met the expectations of the field placement. The student is ready for beginning level social work practice.

\_\_\_\_\_ This student is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance as documented in this evaluation.

Final OVERALL Summary Comments:

Final  
Signature of Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ I agree with the evaluation

\_\_\_\_\_ I do not agree with the evaluation

My field instructor and faculty liaison have discussed this evaluation with me, and I have received a copy.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_