



BA/BASW Field Education Manual

College of Health Professions

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The Undergraduate Social Work Program is Accredited by the Council on Social Work Education

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Section I - Welcome

On behalf of the administration, faculty, and staff of the School of Social Work at the University of Akron, we would like to congratulate you!

When you entered our program, your BA/BASW Student Handbook stated: “The School of Social Work is dedicated to training generalist social work practitioners focused on promoting the dignity and worth of the person, human diversity, cultural competence, and social and economic justice.” Your training now transitions to an additional component- *outside of the classroom in your final two semesters*. This type of training is known as Signature Pedagogy.

Council on Social Work Education Commission on Accreditation 2008 Educational Policy and Accreditation Standards Accreditation Standard 2.1—Field Education

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

Your field education experience, as a part of our social work program, continues the foundation building you started upon entering this social work program. Field education deepens and reinforces through actual practice of skills, the contextual context of the classroom with continued emphasis on **strengths-based practice, critical thinking, diversity** and a **systems perspective**.

When you entered our social work program, we stated that “your time in the program will be challenging and rewarding.” There will be times in your field education experience when these words may seem insurmountable. The integration of the knowledge, skills, and values that are the trademark of our social work profession may seem daunting. We can assure you that this is not unique to you – it is what happens in field education as you fine tune your craft, one field clock hour at a time, one engagement, one assessment, one intervention, one evaluation at time. Field education is a strategic process and upon your completion of your final semester, the professional you will emerge with all the pieces melting together to form the “Professional Helper” and a lifelong learner.

Timothy McCarragher
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Section II- About the School of Social Work

Council on Social Work Education

Commission on Accreditation

2008 Educational Policy and Accreditation Standards

Accreditation Standard 1.0 — Program Mission and Goals

SOCIAL WORK PROGRAM MISSION STATEMENT

Consistent with the mission of the University of Akron and the College of Health Professions, the mission of the undergraduate social work program is to prepare students for competent and effective generalist practice.

The School of Social Work is committed to empowerment and strengths-based practice through the application of critical thinking skills. We engage the diverse populations of Northeast Ohio to strengthen systemic well-being.

PROGRAM GOALS

1. Prepare students to integrate the knowledge, values, and skills of the social work profession for competent and effective generalist practice with diverse client systems in various practice settings.
2. Prepare students to identify the strengths and abilities of diverse client systems to foster empowerment toward social justice and systemic well-being.
3. Prepare students to utilize theoretically-based social work research, knowledge, and critical thinking skills for effective and ethical social work practice.

PROGRAM EXPECTATIONS OF STUDENTS

Students in the Program are expected to develop a sensitivity to human suffering and injustice; an understanding of the factors that contribute to and are consequences of discrimination, oppression, and vulnerability; and a strong commitment to advocacy, empowerment, social change, and social and economic justice. Strengths-based practice, critical thinking skills, and systems theory application underlie the developing practice of field students.

DEFINITION OF GENERALIST PRACTICE

Council on Social Work Education

Commission on Accreditation

2008 Educational Policy and Accreditation Standards

Educational Policy B2.2—Generalist Practice

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

SOCIALWORK CORE COMPETENCIES & PRACTICE BEHAVIORS

The School of Social Work is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1 – EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods (CSWE Commission on Accreditation, 2008).

The University of Akron School of Social Work lists these competencies and practice behaviors in each syllabus to emphasize their importance in social work education. Each graduate of the School of Social Work is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. . By the time students complete the social work major, they will be assessed on each of the competencies and practice behaviors identified in the syllabi. This process is part of the overall assessment plan of the undergraduate social work program. In Field Education, students are assessed on all competencies and practice behaviors as part of the Student Evaluation.

Program Competencies and Practice Behaviors

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and

practice wisdom;

- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

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

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;

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

NON-DISCRIMINATION POLICY

The School of Social Work operates under The University of Akron's policies for non-discrimination provisions for admissions, treatment of students, and employment practices. It is the policy of the University of Akron that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at the university of Akron because of race, color, religion, sex, sexual orientation, gender identity, age, national or ethnic origin, disability, military status, genetic information, or status as a veteran. The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions.

The non-discrimination policy applies to all students, faculty, staff, and applicants. Complaints of possible discrimination are referred to the University of Akron's Affirmative Action and Equal Employment Opportunity Officer.

The University of Akron's written Affirmative Action Statement includes the following provisions:

1. It is the policy of this institution that there shall be no unlawful discrimination against any individual at The University of Akron because of race, color, religion, creed, sex, sexual orientation, gender identity, age, national origin, disability, military status, genetic information, or status as a veteran.
2. The University of Akron will not tolerate sexual harassment of any form in its programs and activities, and prohibits discrimination on the basis of sexual orientation and gender identity in employment and admissions.
3. This nondiscrimination policy applies to all students, faculty, staff, employees, and applicants. The affirmative action and equal employment opportunity officer will provide assistance with questions or complaints related to this policy. The University of Akron requires all faculty and graduate assistants to take a sexual harassment seminar on a periodic basis.

PLAGIARISM

Plagiarism is defined as the submission of work done by another with the intent that it is viewed and evaluated as one's own. Thus copying an assignment, turning in a Student Integrative Learning Contract completed by someone else, intentionally using or presenting false data and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism. *Please read the University's policy on plagiarism.* Academic Regulations are available at <http://ul.uakron.edu/depts/tt/plagiarism>. The penalty for plagiarism in the field will be a failing grade.

Section III- About Field Education

THE PLACE OF FIELD IN THE SOCIAL WORK CURRICULUM

Field Education & Signature Pedagogy

Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.

Professionals have pedagogical norms with which they connect, and integrate theory and practice. In social work, the signature pedagogy is Field Education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom to the practical world of the practice setting.

It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice.

Field Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of Program Competencies.

Purpose of Field Education

The field experience is an integral part of the social work curriculum and is required of all social work majors. The overall purpose of the field education program is to prepare students for entry-level generalist social work practice by providing appropriate and well-supervised learning experiences within an agency setting.

Field education ensures that all students who graduate have adequate supervised placements under the guidance of those who hold the responsibility for certifying baccalaureate social work. As a necessary complement to classroom education, its contribution lies in providing learning experiences in social service agencies for the purpose of helping students **1)** apply and test academic content, including content on social work values, ethics, and human diversity; **2)** make the necessary connections between class and field, theory and practice; and **3)** develop their capacities for responsible generalist practice and for continuing professional growth and development.

The general types of social service agencies used as field sites include family service and child welfare, community mental health settings, hospitals, residential treatment centers for children, homes for the elderly, group homes, crisis hotlines, health clinics, recovery and rehabilitation centers, educational and other community settings.

Curriculum Design for Field

It is the belief of the School of Social Work faculty that the integration of theory and practice in the field takes place most successfully over a long, intermittent period of time rather than compacted into a brief intensive period.

The field experience follows a concurrent pattern over two consecutive semesters. Students are required to complete a total of 450 clock hours, or 225 clock hours each semester. Students are expected to remain in the same agency for the entire field experience and are granted a total of 3 credit hours for their field placement experience.

Students are also required to enroll in two consecutive seminars, Introduction to Field Experience (2 credits) and Field Experience Seminar (2 credits), which are taken concurrently with field.

Field Education Areas of Learning/Assignments

The field agency experience encompasses **three areas** of **learning**: Direct Practice, Service Impact, and Professional Learning. It is expected that professional learning will begin with the student's orientation to the agency, the development of the student integrative learning contract, and will continue throughout the field experience. It is also expected that students are given some direct practice assignments by the middle of the first semester of field and that additional assignments are made as they arise and are deemed appropriate during the remainder of the field experience. Some service impact assignments are expected to be assigned during the first semester.

What is Direct Practice?

Direct Practice refers to that area of professional practice in which students work in purposeful, face-to-face contact with identified client systems. This area of learning requires students to develop and refine basic practice skills for effective generalist practice with individuals, families, groups, organizations, and communities. These skills include observation, interviewing, relationship-building, oral and written communication, documentation, conflict-management, advocacy, data collection and assessment, planning, and contracting, intervention and monitoring, termination, and evaluation of practice effectiveness.

Students are enabled to practice with an appreciation for the positive value and dimensions of diversity with clients especially as multiple factors intersect to illustrate the human condition. These factors may include: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Students are then enabled to practice with an appreciation 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.

What are some examples of direct practice in my field placement?

- work with individuals, families, groups, organizations, and communities as identified client systems, and with collateral persons and organizations
- work with client systems, including some experience with all phases of practice from initial assessment to termination; and
- work with at-risk and vulnerable client populations

What is Service Impact?

Service impact refers to that area of professional practice where students contribute to changes in agency policies and services and in broader social policies affecting the populations they serve. This area also involves contributions to changes in organizational work cultures affecting agency and interagency work groups and staff relationships.

This area of learning requires students to practice with increased understanding of the impact of social problems on a variety of client systems, problems such as poverty, inadequate housing, health and well-being, delinquency, mental illness, and discrimination. Students are enabled to develop commitment to social justice, equality, and the elimination of the negative consequences of racism, sexism, heterosexism, and other forms of oppression and discrimination. They are enabled to gain firsthand knowledge and a greater understanding of the network of social welfare services in the community, in terms of their operation, their contribution to the maintenance and enhancement of social functioning, and the social forces which affect their organization and operation. Finally, students have an opportunity to function as a member of a team and gain an appreciation for an interdisciplinary approach to helping.

What are some examples of service impact in my field placement?

- development of projects that remain after the student has completed the placement and strengthens the infrastructure of the agency;
- collaboration in ongoing and ad hoc work groups, such as agency and interagency teams, committees, staff meetings;
- work in intra-agency groups around service duplication, gaps, or collaboration;
- open discussion of the impact of agency and community policies, procedures and work cultures on clients, agency services, staff relationships and students;
- grant-writing;
- development of needs assessment surveys or program outcome measures;
- research around modification of agency policies, procedures, and services; and
- development of new services; legislative action; agency board attendance; community education and outreach

What is Professional Learning?

Professional learning refers to the systematic study and documentation of professional practice in which students develop and maintain ongoing responsibility and direction for the planning, content, and focus of their learning and professional development.

This area of learning requires students to make appropriate use of social work supervision, consultation, and research to enhance practice competence. Students are enabled to integrate and apply the knowledge, values, and ethics derived from the foundation courses and other content areas included in the social work curriculum. They are enabled to become aware of and analyze their own value orientations and feelings about people and the problems they bring to social service agencies, and to develop a professional stance in terms of identity and use of self. Finally, students are enabled to understand and appropriately apply agency procedures, policies, and personnel regulations.

What are some examples of professional learning in my field placement?

- collaboration with the Field Instructor regarding learning assignments focused on the ongoing examination and assessment of student performance;
- documentation of student performance through process recording, audio-visual taping, and/or observation showing how students actually perform under certain conditions and how students describe and assess their own practice;
- content-oriented documentation of student performance showing how they use agency records of accountability, e.g., progress notes, proposals, memos, and reports

ROLES AND RESPONSIBILITIES IN FIELD EDUCATION

School of Social Work

The School of Social Work's basic responsibility is the organization, implementation, and evaluation of the Field Education Program. This responsibility is delegated to a full-time faculty member with a MSW degree who serves as the Field Education Coordinator. The Coordinator implements the program and recommends program policies to the School Curriculum and Field Committee.

The Field Education Coordinator

1. Develop, evaluate and revise, in collaboration with the School Curriculum and Field Committee, the educational objectives, policies, procedures, and forms related to the field program.
2. Identify a pool of social services agencies that are willing and able to provide appropriate field learning experiences that meet the requirements of the Program.
3. Develop, implement, and update the affiliation agreements between The University of Akron and those agencies serving as field sites that require an agreement.
4. Establish criteria for the selection and approval of agency staff as Field Instructors.
5. Notify students' academic advisors of performance related problems.
6. Develop and maintain placement processes for students.
7. Orient new Field Instructors to the Program's requirements and expectations for the Field Program.
8. Develop and implement ongoing training programs for Field Instructors in the form of seminars or other educationally oriented meetings.
9. Plan, with the School Director, for liaison coverage to field agencies and notify students and faculty of their liaison assignments.
10. Evaluate, in collaboration with faculty field liaisons, the Field Instructors' and agencies' ability to meet the School's expectations for field; approve the continued use of agencies and Field Instructors.
11. Request information from field agencies regarding their desire to provide placements for the next academic year.
12. Review students' applications for field, determine if students meet the criteria for the field experience, and approve or disapprove the application.
13. Review and approve students' proposals to do their field at their place of employment; ensure that the proposals meet the standards and requirements for all field placements in the program.
14. Provide an orientation session for students planning to start field in the next semester. The orientation includes a review of the policies and expectations for field, information on the agencies available as field sites, discussion of the field interview process, and the placement process.
15. Finalize student field placement following the field placement process and notify students and agencies of the placement.
16. Provide a Field Education Manual for field student/Field Instructor use.
17. Maintain updated information regarding available field agencies.

18. Provide consultation to students, liaisons, Field Instructors and others regarding Field Program expectations, policies and procedures.
19. Develop guidelines for formally evaluating students' field performance in accordance with the educational objectives of the Program and CSWE Standards.
20. Attempt to resolve field problems when the liaison is unable to do so. In cases where the Coordinator cannot resolve the problem, the matter is referred to the Field Education Committee.
21. Make placement changes when appropriate and necessary.
22. Maintain Field Program records, including student files (i.e. application, student integrative learning contract, evaluation, and time/task logs,).
23. Record grades that are assigned to each student by the faculty field liaison.
24. Maintain statistics on the Field Education Program and report on the Program's status to faculty on a regular basis.
25. Collaborate with the School of Social Work faculty to ensure the coordination of class and field content; to develop new methods of field education; and to expand the generalist model of practice at the baccalaureate level.
26. Remain current with CSWE requirements for, and best practice in, field education.

Faculty Field Liaison

The **faculty field liaison** is a faculty member in The School of Social Work who serves as the School's representative to the student and the agency. The overall responsibility of the liaison is quality assurance of the field experience, ensuring that field education objectives are being met and assisting the Field Instructor and student in meeting them. Liaison assignments are made during the first two weeks of the semester, after class lists have been received and faculty availability for liaison assignments has been determined.

The **faculty field liaison** is expected to carry out six overarching responsibilities:

1. **Linkage:** The liaison serves as a bridge between the School, the agency, and the community. Responsibilities may include: Interpreting School policies, procedures, and program expectations to agencies. Keeping the Field Office informed of any new programs and developments within the field setting.
2. **Monitor:** The liaison carries out ongoing assessment of agencies, Field Instructors and students' learning experiences in order to ensure that the students' learning objectives and the School's expectations are being met.
3. **Consultant:** The liaison may assist Field Instructors in making the transformation from practitioner to teacher.

4. **Mediator:** The liaison may assist in resolving problems in field between students and Field Instructors, and/or other agency personnel.
5. **Evaluation:** The liaison evaluates the performance of students, Field Instructors, agencies, and the Field Coordinator. Responsibilities include: Assigning the student's grade for the course 7750:493/494 Field Experience in a Social Agency, based on the Student Integrative Contract, the Field Instructor's evaluation of student and recommended grade, time/task logs, and other sources relating to student performance.
6. **Administration:** The liaison facilitates the completion of field related documents by ensuring that the Student Integrative Learning Contract, Student Evaluation, and Time/Tasks Log are completed and signed by the student, Field Instructor and liaison; field document submitted to Field Coordinator by the defined deadlines, and all other web-based feedback forms submitted

In carrying out the above roles and functions, the liaison is responsible for initiating contact with the Field Instructor and student in order to participate in the preparation of the student integrative learning contract. The early contact includes clearly communicating the liaison's responsibilities, times and days of the week when the liaison is available and contact information.

A site visit should be scheduled and made within the first five weeks of the semester. A site visit should occur minimally once per semester during the field experience normally in the first semester before or immediately after the student integrative learning contracts have been completed. Student Integrative Learning contracts are due no later than the fourth week of field.

The site visit should include, at a minimum, a review of the student's learning contract, the student's work, progress made in implementing the learning contract, and the ability of the Field Instructor and student to work together. Additional site visits are made at the request of the field student or instructor to provide support or whenever field-related concerns develop.

Other contacts, such as informing Field Instructors of the appropriateness of the Student Integrative Learning Contract or reminders to submit field-related documents, may be made by telephone and/or email.

Every effort will be made to keep the same liaison assignment for both semesters of field, but when a change is unavoidable, the Field Coordinator will inform the newly assigned liaison, and the new liaison is then expected to contact the Field Instructor and the student and proceed as usual.

Field Agency

The field agency's basic responsibility is to provide conditions in the agency that support the achievement of the field program core competencies. These conditions constitute the criteria used by the School in the selection of field sites. Thus, the agency is expected to carry out the following responsibilities:

1. Accept students without regard to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
2. Accept the baccalaureate degree in social work as the entry level of professional practice, as evidenced by the presence of bachelor level staff members or the potential for hiring them.

3. Provide a Field Instructor qualified to provide educationally directed field instruction and approved by the School.
4. Provide the Field Instructor with sufficient time and resources to carry out field instruction responsibilities with the student and the School.
5. Provide the student with resources necessary to carry out learning assignments such as adequate workspace, clerical support, access to relevant agency records and documents, and travel reimbursement for authorized activity.
6. Provide students with opportunities to carry out the social work process with clients from engagement through termination, toward the enhancement of client well being.
7. Provide students with exposure to group process with clients and/or staff and with opportunities to relate to community groups on behalf of the agency.
8. Provide students with opportunities to employ practice knowledge, values/ethics, and skills toward the amelioration of adverse environmental conditions affecting those served by the agency.
9. Provide students the opportunity to participate in staff meetings, agency studies or research, agency conferences, policy group meetings, and so on, as appropriate.
10. Provide students with interaction with members of diverse client populations, such as racial and ethnic minorities; gay men, lesbians, bisexuals, and transgendered; the aged; the poor; the disabled; and other vulnerable or oppressed groups.
11. Provide timely information to the Field Coordinator such as written descriptions of the agency's services and learning opportunities for students; acceptance of field students; clear articulation of student learning in assigned tasks; and staff/policy/program changes affecting field education.
12. Delegate a staff member to serve as the contact person to The School of Social Work when more than one student is in placement.
13. Have sufficient staff to maintain and develop the basic program of the agency without reliance on students.

Field Instructor

The Field Instructor is the student's primary field learning resource and is the agency's representative to the School. Field Instructors must have an MSW degree or a BSW degree.

Exceptions may be made, after review by the Field Coordinator, to include someone with two years of experience in the field of social work with a degree in a related field. This person will be a LSW, a Licensed Social Worker, licensed by the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board as meeting the requirements for being called a social worker. The Field Instructor must have two years of experience beyond the degree in the field of social work, and must have at least one year's experience with the field agency.

In cases where the Field Instructor does not have a professional degree from an accredited program in social work, one or more of the following must occur to ensure a sound social work focus in the basic planning, teaching, and evaluation of the field experience:

- The Field Instructor, who is not a social worker, is directly supervised by a social worker, who closely monitors and reviews the educational components of the field experience.
- The Field Instructor, who is not a social worker, works in a field setting where a team approach is utilized, and one member of that team is a social worker who helps plan the educational components of the student's professional development.
- The faculty field liaison works more closely with the Field Instructor, who is not a social worker, and makes more frequent site visits than normal. Frequency will be determined by the faculty liaison and the field coordinator at the beginning of each semester of field, with careful attention given to establishing clear and concise learning goals so that a sound social work focus can be developed and maintained.

The **Field Instructor** is expected to carry out the following responsibilities:

1. Orient the student to the agency, staff and field instruction staff.
2. Develop and implement a Student Integrative Learning Contract in collaboration with the student. The contract specifies learning experiences that will help the student to develop in areas of weakness and expand areas of strength. (*See section on the Field Education Student-Integrative Learning Contract and the Appendices*).
3. Develop the Student Integrative Learning Contract with the field student during the first four weeks of field.
4. Schedule weekly face-to-face supervisory sessions with the student for a minimum of one (1) hour.
5. Review regularly the student's work and time accrual; maintain an ongoing evaluation of the student's progress; and complete written evaluations of the student at the end of each semester, including recommending a grade.
6. Support the student's initiative, when needed, in gaining access to other learning experiences and resources in the agency and professional community.
7. Hold students accountable for completing the required time at the agency and fulfilling required responsibilities.
8. Confer with the faculty field liaison for mutual planning, review and evaluation of the field experience.
9. Inform the faculty liaison promptly of any problems in the field placement, and when necessary, develop a plan of remedial action with the liaison and the student.

10. Participate in School-sponsored field education meetings.
11. Provide information to the Field Coordinator to assist in the future use of the agency as a placement site, including the Field Instructor's interest in continuing service as a Field Instructor.

Field Student

The basic responsibility of the **social work student** is to take an active role in his/her learning within the field agency. Students are also expected to carry out the following responsibilities:

1. Submit in a timely manner all required field documentation, to include the following forms:
 - a. Field Application
 - b. Prior to/After Interview
 - c. Agency Acceptance
 - d. FERPA
 - e. Field Education Manual /Code of Ethics Acknowledgement
 - f. Academic Advisor Eligibility Form
 - g. Field at Place of Employment (FAPE), if applicable
 - h. Student Integrative Learning Contract
 - i. Time/Task Logs
 - j. Student Evaluation
2. Attend all required field orientations.
3. Read and become familiar with all field documents, requirements, policies, and procedures.
4. Sign a Statement of Understanding that the student has read and understands the content of the Field Education Manual.
5. Be prepared to assume the cost of a background check, physical examination, mileage, professional liability insurance, if required by the agency. It is strongly recommended that students obtain professional liability insurance, which is available through the University of Akron or the National Association of Social Workers.
6. Develop a Student Integrative Learning Contract in collaboration with the Field Instructor.
7. Maintain documentation of field activities and clock hours on a weekly basis via Time/Tasks logs.
8. Provide the Field Instructor with the evaluation packet; secure required signatures; and submit the student evaluation and time/task logs with original signatures to the Field Education Office.
9. Report regularly to the faculty field liaison both successful learning and challenges related to the field experience.
10. Abide by the NASW Code of Ethics.
11. Abide by agency policies and procedures.

12. Prepare for weekly Field Instructor conferences; participate in self-evaluation; and use supervision constructively.
13. Complete field assignments as required.
14. Attend integrative fieldwork seminars (*7750:421 during the first semester of field; 7750:422 during the second semester of field*) to discuss field learning experiences and other topics relevant to social work practice.
15. Share course syllabi with the Field Instructor and clarify with the Field Instructor course assignments that will impact field.
16. Share Field Education Manual with the Field Instructor.
17. Attend field regularly over the entire semester.
18. Frequently visit social work website to remain current on field postings.
19. Seek assistance when needed.

CRUCIAL FIELD DOCUMENTATION

Student Integrative Learning Contract

The learning contract is the primary instrument for accomplishing the purpose of field education. It is created by the Field Instructor and the student working in active collaboration with one another and in consultation with the faculty liaison. It is an individualized achievement that reflects a relative mix of the program competencies, agency needs, resources and limitations, and student learning needs and career goals.

The Student Integrative Learning Contract should incorporate the three areas of learning outlined in the sections on Field Education Areas of Learning (**direct practice**, **service impact**, and **professional learning** assignments) as they apply to each specific agency, Field Instructor and student.

The learning contract must be submitted to the Field Coordinator no later than the fifth week of the first semester of field. The learning contract should indicate what is expected to be done during the first and second semesters. The learning contracts (known as Amended Contracts) may require revision in the second semester and are also due no later than the fifth week of the second semester of field. If the Student Integrative Learning Contract is not turned in by the due date, the student may not be allowed to continue in field. The student and the Field Instructor will be contacted by the field coordinator to identify a timetable for the completion and submission of this document. If there is a lack of follow through with the agreed timetable, the field coordinator will inform the faculty liaison and academic advisor when this action is taken.

Principles and Procedures

1. The learning contract should describe the types of learning experiences to which the student will be exposed; the specific learning objectives of the student; and the methods to be used in evaluating the student's performance, e.g., *process recording, audio/visual taping, observation, discussion*.

2. Learning experiences should build on the student's past experiences and skills and must be sufficiently challenging to evoke reflection and curiosity.
3. Learning assignments should strike an appropriate balance between participation and observation, between the need of the student to be actively involved in translating theory into practice, and the need to be detached and learn from reflective observations.
4. Observational activities should be active, not passive. They should require the student to do something with the observation, e.g., *write, report, discuss with the Field Instructor*
5. Field Instructors and students should continue to use the contract as the ongoing frame of reference for their work, and amend the contract as necessary to reflect changes in assignments and/or learning objectives.
6. Field Instructors and students should consult with the faculty liaison, as needed or requested, in regard to the development, use and/or major alteration of the learning contract.

Time/Task Log

A time/task log is a tool used to document student's weekly activities directly connected with developing competency in the three learning areas listed on the Student Integrative Learning Contract: Direct Practice, Service Impact, and Professional Learning. The time and task log is also the place to document the amount of time required to complete those tasks associated with moving from unskilled to competent practice.

The time and tasks logs are completed by the student, preferably typed directly into the document and then printed in order to obtain signatures.

Each form allows for four weeks of documentation of time. It is customary for a student to submit a time and tasks log to Field Instructor every four weeks for a Field Instructor's signature.

Each student's Field Instructor, the student, and the faculty liaison will need to place their signature on each set of time and task logs.

Student Evaluation (of Student Performance)

Evaluation is an integral part of the field education experience, from beginning to end. It is ongoing and periodic in nature, verbal and written, informal and formal. Students will receive two evaluations per academic year, at the end of each semester.

Evaluation Process

Ongoing evaluation occurs in regular supervisory conferences as the Field Instructor offers feedback on the student's performance and keeps the student informed of his or her progress. It begins with the development of the student integrative learning contract. It is sustained by ongoing feedback and periodically summarized at strategic points in time.

Periodic evaluation is more systematic, formal, and comprehensive. It involves setting time aside for assessing progress to date and developing plans for the future. It is scheduled near the end of each semester of field.

First Formal Evaluation

The first formal evaluation occurs toward the close of the first semester of field. It is a written evaluation which updates and concretizes earlier verbal assessments. It is based on the student integrative learning contract and the ongoing use of the contract to monitor progress.

The report should represent what was addressed in the evaluation conference and not include any new material. It is a summation and should contain no surprises. The Field Instructor documents the results of the conference in the evaluation report and submits a recommended grade.

Both Field Instructor and student are expected to sign the evaluation and the time/task logs. The student's signature signifies that the student has read the evaluation. It does not necessarily indicate approval. In cases of irresolvable differences, the student should notify the faculty liaison immediately.

In cases where a student does not agree with the report, the student also may be required to prepare his/her own report.

The signed evaluation (*with original signatures*) with any differences noted and the completed and signed (*original signatures*) time/task logs are submitted to the Field Coordinator who forwards the report to the liaison for review and the assignment of the grade. The liaison will review all relevant information and sign the evaluation and final time/task logs and forward them to the Field Coordinator who will record the grade. The grade will not be recorded until the evaluation and time/task logs (*with original signatures*) are received by the Field Coordinator. In such cases, the student will be given a grade of Incomplete (I) until the evaluation and/or time/task logs are received. The evaluation and time/task logs are then placed in the student's field file.

Second and Final Evaluation

The final evaluation conference is held at least two weeks prior to the end of the field experience. The conference follows the same format and procedures as the first formal evaluation. The final evaluation allows for a more comprehensive assessment of the student's performance and should point the way to future learning objectives and experiences. As in the first formal evaluation, the final evaluation is signed by the Field Instructor and student, and includes the Field Instructor's recommended grade. It is submitted to the Field Office and forwarded to the faculty liaison for assignment of the grade. The liaison will review all relevant information and sign the evaluation and final time/task logs and forward them to the Field Coordinator who will record the grade. The grade will not be recorded until the evaluation and completed time/task logs are received by the Field Coordinator. In such cases, the student will be given a grade of Incomplete (I) until the evaluation and/or time/task logs are received. The evaluation and time/task logs are then placed in the student's field file.

POLICIES AND PROCEDURES

Council on Social Work Education

Commission on Accreditation

2008 Education Policy and Accreditation Standards

Accreditation Standard 3.2.5

No Academic Credit for Life or Work Experience

No Academic Credit for Field Education from non-CSWE accredited programs

No Academic Credit for Life Experience or for Field Courses from Programs not Accredited by CSWE

- The School of Social Work is accredited by the Council on Social Work Education (CSWE) and, as such, adheres to CSWE Council on Accreditation standards for field education. Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of field.
- Field courses are not transferable from a social work program not accredited by the Council on Social Work Education.

Council on Social Work Education

Commission on Accreditation

2008 Education Policy and Accreditation Standards

Accreditation Standard 2.1.4

Eligibility for Field Education

Field Eligibility Requirements

Students who have applied for field and have been accepted at a field setting for the next semester must maintain a 2.75 grade point average in social work courses and an overall grade point average of 2.75; students will not be permitted to start their field experience if their grade point average has fallen below the required levels.

Check **ALL** those items currently **COMPLETED**:

- a full social work major **and** has signed a full major contract
- a senior with 96 credit hours completed
- has a 2.75 grade point average in social work courses
- has a 2.75 overall grade point average
- has no unresolved Incompletes on academic record
- has planned Field for the last two semesters

- Has completed the following courses:
 - 7750:270 Diversity and Social Work Practice
 - 7750: 275 Introduction to Social Work Practice
 - 7750: 276 Introduction to Social Welfare
 - 7750: 427 Human Behavior and the Social Environment I
 - 7750: 401 Social Work Practice I

☒	7750: 402	Social Work Practice II
☒	7750: 405	Social Work Practice I Skills Lab

Submit, to the Coordinator of Field Education, a completed application form in the semester prior to that in which the field experience is expected to begin.

FIELD PLACEMENT PROCEDURES

1. Students applying for field are required to attend two orientation sessions either in person or online: one at the time of applying for field (*usually during the sixth week of the semester*) and one after placements have been secured (*usually during the thirteenth week*). Information on those agencies which are available for field placements will be provided in the first orientation and available on the social work website.
2. Students are expected to arrange for their own field placement according to guidelines outlined during the first orientation. The School of Social Work is not responsible to locate neither can guarantee a placement for any student.
3. Students are expected to choose two to three agencies of interest to them and to arrange an interview at each agency.
4. A student's final choices of agency placements must then be submitted to the Coordinator of Field Education by the appropriate deadline. Placements will be made on the basis of the ability of the agency and Field Instructor to meet the student's learning needs in this program and mutual agreement by the agency and the student.
5. Both the student and agency are notified of the student placement.
6. Information regarding the formulation of learning contracts is provided in the second orientation.

Change in Field Placement

Students should expect to be assigned one field placement for both semesters. When problems in the field do occur, procedures outlined in the Field Education Manual must be followed.

- The Field Coordinator may make a placement change if, after careful review by the student, the Field Instructor, the Field Liaison and the Field Coordinator, a legitimate educational reason for change is determined.
- The Field Coordinator may make a placement change under circumstances requiring the Field Problem Resolution Procedures, such as the Field Instructor or agency not upholding the terms of the learning contract; or the Field Instructor's expectations for students do not conform with expectations for student in field as outlined in the Field Education Manual .

**Council on Social Work Education
Commission on Accreditation
2008 Education Policy and Accreditation Standards
Accreditation Standard 2.1.8**

Field at Place of Employment

Field at Place of Employment (FAPE)

Under certain circumstances, such as the financial need to maintain full-time employment, an alternative arrangement is possible in which the student may do field at his/her place of employment. The requirements for this type of field placement are the same as those for all other field placements. Field placement at a student's employment site or a field placement paying a stipend requires the following:

1. The agency meets established Program requirements.
2. Submission to the Field Coordinator of a Field at Place of Employment Proposal, which conforms to the outline provided in the Appendices of the Field Education Manual.
3. The Field Instructor and employment supervisor must be different.
4. The Field Instructor **must** have an MSW or BSW degree (*exceptions may be made, after review by the Field Coordinator, to include someone with two years of experience in the field of social work with a degree in a related field; this person **must** be an LSW, a Licensed Social Worker, licensed by the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board as meeting the requirements for being called a social worker*); **must** have two years post degree experience; and **must** have a minimum of one year with the agency.
5. The field assignments must be educationally focused, be considered new learning, and be different from the student's employment activity.
6. If, during field, a student is hired by the field agency, he/she will also need to complete a Field at Place of Employment Proposal to assure that the student's learning objectives can be met, given the job responsibilities, and that the appropriate field instruction can be maintained according to the stipulations above.
7. If the field experience itself becomes the employment responsibility, the Proposal must state this, and must clarify what work responsibilities and time frame will continue to be considered field.
8. If, once having started field, a student takes a job at an agency different from the field agency, the student cannot transfer field to that work site. Students are expected to honor their field commitment and complete the hours at their field site as agreed upon by the student, agency and the School.

Enrollment and Attendance

1. **Enrollment:** If a student is not enrolled in field, the student may not take the corresponding field seminar course. If a student is enrolled in a field seminar course, but is not officially placed in a field site and has not submitted a field placement acceptance form, and/or does not complete and submit the Student Integrative Learning Contract by the fifth week of the semester, either the student must drop the field seminar course and field experience course or the student will be administratively dropped.
2. **Patterns of weekly attendance:** Students in field placements must attend field 15 hours per week during each of the two semesters. If either of these two semesters occurs during the University's summer session, the student is required to attend field 22.5 hours per week during the entire 10 weeks of Summer Session. While students may put in more than the minimum clock hours required in each semester,

overtime may not be accrued for the purpose of ending field early; carrying hours over to the next semester; or taken as vacation days.

3. **University calendar:** The field schedule follows the University academic calendar for fall, spring and summer semesters. Students are not in field when the university is closed. If an agency holiday falls on a day when the student is normally in field, and the university is open the student does not have to make up the time and receives credit for the field hours. Requests for religious holidays not observed by the agency should be made to the agency Field Instructor. University calendar may change annually.
4. **Inclement weather:** When the university is closed due to inclement weather (i.e. snow, icy conditions) and students are scheduled for field, students should not attend their field placement and are required to make-up those hours.
5. **Illness:** Students are allowed a maximum of 2 sick leave days per semester. Students must make up time for absence due to illness beyond the allowable number of sick leave days.
6. **Field Schedule:** Students may not deviate from the field schedule. Under extraordinary circumstances, a deviation may be considered following a written request from the student to the Field Coordinator. Students may not accrue more than 225 clock hours in either semester of field to shorten the length of field overall, or in either semester, not take the additional hours as vacation days. Students may also not accrue the 225 clock hours early in either semester to shorten the length of the semester; field is to be experienced over the full length of the semester, 15 hours per week for fall and spring semesters and 22.5 hours per week for the summer session.
7. **Agency trainings/orientations:** Student participation in field agency trainings/orientations, which occur prior to the beginning of the field calendar, may be considered voluntary and may not be accrued as field hours if prior approval by Field Coordinator is not received.
8. **Social work conferences and meetings:** Attendance at social work conferences and meetings falling on field days may be counted as field time at the discretion of the Field Instructor. The decision is based on the Field Instructor's judgment of the relevance of the program's learning opportunities for the student. The Field Instructor may expect documentation and discussion of the learning experience. If student attendance at social work conferences and meetings is desired by the Field Instructor and would necessitate absence from classes, the student should request permission from the course instructors.

Grading

Grades are recommended by the Field Instructor, assigned by the faculty field liaison, and recorded by the Field Coordinator at the end of each semester of field. A grade of Incomplete (I) may be given when a student has made satisfactory progress but has insufficient clock hours of attendance due to extended illness or other factors beyond the student's control. The student, Field Instructor and faculty liaison must submit, to the Field Coordinator, a written plan for completion of the remaining clock hours specifying the number of hours remaining and the date by which those hours are expected to be completed.

Confidentiality

Students must maintain client confidentiality at all times. Any class assignments involving use of agency records or data should be discussed with the agency Field Instructor. All case materials used for class assignments should be effectively disguised to ensure client confidentiality.

Ethical Behavior

All students and faculty involved in the Field Education Program will abide by the National Association of Social Workers Code of Ethics. Violations will be referred to the Field Education Committee and may be cause for immediate dismissal or other disciplinary action. Students also receive the Field Education Manual/Code of Ethics Acknowledgement form during their field orientation and are expected to read, sign, and demonstrate ethical standards in student practice.

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
Accreditation Standards 3.27**

Field Problem Resolution – *Field Placement Disruption*

Field problems rarely occur as single events, but are manifested over a period of time sufficient to provide evidence that attention is warranted. Most problems, if identified and acted upon early, can be resolved in a professional manner between the parties involved. Field problems include, but are not limited to:

- Failure to meet generally accepted standards of professional conduct and personal integrity, such as behavior not consistent with the NASW Code of Ethics and the State of Ohio Counselor, Social Worker, and Marriage & Family Therapist Board
- Unsatisfactory practice performance, such as consistent failure to demonstrate effective interpersonal skills or the emotional stability necessary for forming professional helping relationships.
- Disagreements and/or personality conflicts in the field setting; inappropriate or disruptive behavior toward colleagues, staff or field faculty.
- Agency problems having a negative impact on the field experience, such as agency personnel going on strike, or agency staff reduction.

The following steps list the sequential process of the field problems resolution process:

1. As soon as the problem is identified, the student will bring it to the attention of the Field Instructor, or the Field Instructor will bring it to the attention of the student. Together the Field Instructor and the student will attempt to solve the problem.
2. If the student and the Field Instructor are not able to resolve the problem to their mutual satisfaction, both parties will contact the faculty field liaison for consultation, a three-way meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the faculty liaison should be in

direct communication with both the student and Field Instructor within 3 business days and notify the Field Coordinator of the problem.

3. If the problem is still not resolved, the Field Instructor, student and faculty field liaison will delineate in writing using the ***Field Resolution Form***:

- A clear definition of the problem
- The tasks to be performed to resolve the problem
- The behavioral indicators of resolution
- A specified time line for task completion
- A plan for outcome evaluation

Each of the above parties will keep a copy of this plan for their reference. The faculty liaison will provide a copy of the written problem resolution plan to the Field Coordinator and student's Academic Advisor.

4. The student, Field Instructor and faculty field liaison will evaluate problem resolution outcomes and provide a written outcome evaluation to the student, Field Instructor, Faculty Liaison, Field Coordinator and Academic Advisor.
5. If the problem cannot be resolved satisfactorily for all parties, the faculty field liaison will immediately notify the Field Coordinator and academic advisor in writing. The Field Coordinator will respond to the faculty field liaison within 3 business days.
6. The Field Coordinator will determine, in consultation with the Field Education Committee as needed, whether or not other means, such as field reassignment, are available for problem resolution and put this in writing to the student, Field Instructor, liaison and academic advisor.
7. If the problem cannot be resolved by the above means, the Field Coordinator will notify the School Director in writing.
8. When the problem involves dispute over the field grade assigned by the faculty liaison, normal University procedures will be followed as outlined in the School of Social Work Student Handbook.
9. When the problem involves a question of the faculty liaison's performance, the Field Coordinator will immediately refer the matter to the School Director.
10. When the field problem involves the student's unsatisfactory performance, unethical behavior, or any other situation where the student's continuation in the Field Experience course is in question, the Field Coordinator will refer the matter to the Field Education Committee and inform the School Director.
11. When a problem is referred to the Field Education Committee, the Committee will, within 5 business days, review the situation and make a written recommendation to the School Director. All parties involved will be given written notification of the Committee's recommendation. If the student disagrees with the Committee's recommendation, the student may appeal the recommendation to the School Director within 5 business days. The School Director will make a decision within 5 business days following receipt of the Committee's recommendation. If the student disagrees with the School Director's decision, the student may file an appeal in accordance with University grievance procedures as outlined in the BA/BASW Student Handbook.

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
Accreditation Standards 3.2.8**

PROCESS FOR DISMISSAL FOR NON-ACADEMIC REASONS

In regard to non-academic performance where the field student's behavior is not in accordance with University policies, the mission of the BA/BASW Program, or social work purposes, practices, values, or ethics, the student will be referred to the Field Education Committee for review. Such students may be terminated from field or the BA/BASW Program for reasons that include:

- Violations of the NASW Code of Ethics, especially in regard to client confidentiality and respect for the dignity and worth of clients.
- Falsification of agency records of accountability, plagiarism, cheating, trespassing, and other forms of dishonesty or misconduct.
- Consistent acts of racism, sexism, heterosexism, and other forms of discrimination toward clients, agency personnel, faculty, staff, or other students.
- Behavior that is disruptive to teaching and learning, and/or the day-to-day operations of the field setting.

The BSW Coordinator makes the referral to the Field Education Committee. Within ten business days of receipt of the referral, the Field Education Committee will conduct a review and make a recommendation in writing to the School Director. At its discretion, the Field Education Committee may request an interview with the student, faculty liaison, relevant agency personnel, and/or academic advisor. The student may also request an interview with the Field Education Committee.

Recommendations regarding continuance or dismissal from field or the BA/BASW Program are made in writing and sent to the BSW Coordinator. The BSW Coordinator informs the School Director within 5 business days. The School Director then makes the final decision and notifies the student in writing. The student may appeal the decision by following the guidelines and procedures specified in the Student Handbook. The University of Akron's Student Code of Conduct includes policies regarding students' rights, misconduct, and sanctions on the University level.

Section IV- Appendices

Time/Task Logs

APPENDIX A	FAQ TIME/TASK LOGS
APPENDIX B	SAMPLE TIME/TASKS LOGS
APPENDIX C	TIME/TASK LOGS

Student Integrative Learning Contracts

APPENDIX D	FAQ STUDENT INTEGRATIVE LEARNING CONTRACT
APPENDIX E	SAMPLE STUDENT INTEGRATIVE LEARNING CONTRACT
APPENDIX F	FIELD EDUCATION AREAS OF LEARNING
APPENDIX G	STUDENT INTEGRATIVE LEARNING CONTRACT

Field at Place of Employment Proposals

APPENDIX H	SAMPLE FAPE
APPENDIX I	FIELD AT PLACE OF EMPLOYMENT PROPOSAL (<i>FAPE</i>)

Student Field Evaluations

APPENDIX J	FAQ STUDENT FIELD EVALUATION
APPENDIX K	SAMPLE FIELD EVALUATION FORM
APPENDIX L	STUDENT FIELD EVALUATION FORM

Other Feedback Forms- Web-based only

APPENDIX M:	OTHER EVALUATION FORMS- WEB-BASED
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Go to website: www.uakron.edu/socialwork

<https://www.uakron.edu/socialwork/field-education/basw-info-forms.dot>

STUDENT FEEDBACK ON FACULTY LIAISON
STUDENT FEEDBACK ON FIELD COORDINATION
AGENCY FIELD INSTRUCTOR FEEDBACK ON FACULTY LIAISON
AGENCY FIELD INSTRUCTOR FEEDBACK ON FIELD COORDINATION
FEEDBACK ON FIELD AGENCY AND FIELD INSTRUCTOR
FEEDBACK ON FIELD COORDINATION

OTHER

APPENDIX N	FIELD RESOLUTION FORM
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ACCREDITING BODY

APPENDIX O	COUNCIL ON SOCIAL WORK EDUCATION (CSWE) EDUCATIONAL POLICY AND ACCREDITATION STANDARDS
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What is a Time & Task Log?

A time/task log is a tool used to document student's weekly activities directly connected with developing competency in the three learning areas listed on the Student Integrative Learning Contract: Direct Practice, Service Impact, and Professional Learning. The time and task log is also the place to document the amount of time required to complete those tasks associated with moving from unskilled to competent practice.

Who completes the Time and Tasks Log?

The time and tasks logs are completed by the student, preferably typed directly into the document and then printed in order to obtain signatures.

When do I complete the Time and Tasks Log?

Each form allows for four weeks of documentation of time. It is customary for a student to submit a time and tasks log to Field Instructor every four weeks for a Field Instructor's signature.

Does the Time and Tasks Log require signatures?

Yes. Each student's Field Instructor, the student, and the faculty liaison will need to place their signature on each set of time and task logs.

When are signatures required?

Each agency may work differently. Each student should meet with their Field Instructor and determine when the student should submit their time and tasks logs to obtain their signature.

The university requires time and tasks log at specific dates/time frames that is documented on the field calendar. (*See field calendar for when time and tasks logs are due to the university*)

What goes into the Time and Tasks Log?

- A description of your attempts and accomplishments for the week
- A description of weekly activities directly connected with developing competency in the learning areas listed on your Student Integrative Learning Contract.
- The exact amount of time at your field placement: Beginning and end times *as well as* cumulative hours.

Student Name Sam Super

BSW I
 BSW II

Agency Agency Wonderful

Home Phone 330-555-1234

Semester
 Fall
 Spring
 Summer

Cell Phone 330-444-1234

Email samsup@gmail.com

Week of June 10, 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	6.5 10 a.m. – 4:30 p.m.	8 8 a.m. – 4 p.m.	8 3 p.m. – 11 p.m.			

Weekly Total of hours: 22.50

Tasks/Activities that support the development of Competencies: Student attended and participated in a two-day agency orientation. This orientation introduced student to the various departments, roles and responsibilities, along with the numerous policies and procedures. This student shadowed the evening worker as she managed her caseload- observed client interaction, listened to worker talk with clients on the phone, and observed worker document daily activities.

Week of: June 17, 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	6.5 10 a.m. – 4:30 p.m.	8 8 a.m. – 4 p.m.	8 3 p.m. – 11 p.m.			

Weekly Total of hours: 22.5

Tasks/Activities that support the development of Competencies: Student continued this week to shadow same worker from the previous week. Student began to prepare questions for both Field Instructor and worker as he observed client interactions, attended a staff meeting, completed the final part of the agency orientation, and was introduced to both staff and collateral contacts. Student began working on the student integrative learning contract with supervisor, as well as working on same document during agency 'down' time.

--

Week of: June 20, 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	6.5 10 a.m. – 4:30 p.m.	8 8 a.m. – 4 p.m.	8 3 p.m. – 11 p.m.			

Weekly Total of hours: 22.5

Tasks/Activities that support the development of Competencies: Student was assigned a different worker to shadow and continued to accumulate a list of questions and thoughts about his shadowing experience. Student spent a significant amount of time rewriting and obtaining feedback from his Field Instructor on creating the student integrative learning contract.

Week of: June 24, 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	6.5 10 a.m. – 4:30 p.m.	8 8 a.m. – 4 p.m.	8 3 p.m. – 11 p.m.			

Weekly Total of hours: 22.5

Tasks/Activities that support the development of Competencies: Student continued to refine the student integrative learning contract with her Field Instructor, while obtaining feedback from the staff and students that have been at the site longer than student. Student attended a specialized training on trauma and began organizing his notes as he is scheduled to make a presentation on this training at the next scheduled staff meeting. Student wrote his first case notes and with significant rewrite, the notes were submitted with his Field Instructor's signature. Student spent time meeting with several workers to schedule time to accompany them on home visits, medical and court appointments.

Total Completed Field Hours Achieved this Time Log = 90

Required Signatures

Student _____ Sam Super _____ Date 7/1/13

Field Instructor ___ Felicia Fabulous _____ Date 7/1/13

Faculty Liaison _____ Date

APPENDIX C

TIME/TASK LOG

Student Name _____

- BSW I
- BSW II

Agency _____

Home Phone _____

- Semester**
- Fall
 - Spring
 - Summer

Cell Phone _____

Email _____

Week of

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Weekly Total of hours:						
Tasks/Activities that support the development of Competencies:						

Week of:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Weekly Total of hours:						
Tasks/Activities that support the development of Competencies:						

Week of:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Weekly Total of hours:

Tasks/Activities that support the development of Competencies:

Week of:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Weekly Total of hours:

Tasks/Activities that support the development of Competencies:

Total Completed Field Hours Achieved this Time Log

Required Signatures

Student _____ Date

Field Instructor _____ Date

Faculty Liaison _____ Date

What is a Student Integrative Learning Contract?

A student integrative learning contract is a tool used to document the learning plan for each student. This plan is divided into specific learning areas. The learning contract is a written contract approved by the Field Instructor/agency, faculty liaison/university and the social work student detailing what opportunities need to happen to ensure that the student develop the competencies required of all graduating social work students. Each learning area is structured around the School of Social Work's competencies and practice behaviors.

Who completes this contract/plan?

The Field Instructor and the student jointly create the student learning contract.

When do I complete this contract/plan?

Students should have a completed, signed (by both the Field Instructor and the student) contract/plan within the first four weeks of the first semester the student begins their field experience. *See Field Calendar for exact due date.*

How often do I create a contract/plan?

Each contract should cover an entire academic year, two consecutive semesters.

Why should I care about this document?

Each student's contract/plan reflects the specific developmental opportunities required at their assigned agency/organization essential to develop the competencies needed to become a professional social worker.

The contract/plan reflects the specific developmental opportunities required at the assigned agency/organization to develop specific competencies that all social work students should have upon graduation.

What do you mean by competency and competent?

The Council on Social Work Education's Commission on Accreditation (COA) defines competencies as an interrelated set of "measurable practice behaviors that are comprised of knowledge, values and skills." The practice behaviors, clustered together, comprise the competency.

What is the approval process for the learning contract?

After extensive discussion and writing between the Field Instructor and student, the Field Instructor and student will sign the student integrative learning contract, giving their full approval of the plan. The faculty liaison from the university assigned to the student and their agency will then review and if in agreement will also sign this document. It is at this point that the student makes a copy for themselves and their Field Instructor. This document is frequently reviewed to ensure movement and growth by student.

How do I use this learning contract?

Students will review this plan to ensure that they have the opportunities to develop the identified social work skills. This plan is also used by both the student and the Field Instructor, in conjunction with the student evaluation to determine how well, you, the student are growing and developing.

Describe the three learning areas located on the Student Integrative Learning contract

Direct Practice is work with client system from initial assessment to evaluation and termination. Student should have at least four (4) hours per week of face to face client system/collateral contact.

Service Impact is professional practice where students contribute to strengthening the agency responsible for the developing by giving back. The student leaves a project behind that is an asset for future students, staff, and/or clientele. The agency/organization is better because the student was there.

Professional Learning refers to the systematic study and documentation of the professional use of self in becoming a social work professional. This learning occurs within the context of the Field Instructor and student relationship. The Field Instructor and student relationship is the primary mechanism through which students develop a professionally reflective and self-evaluative practice.

I noticed that under each of the learning areas are sections committed to: *Learning Objectives, Competencies, Incremental Task Assignments and Methods of Evaluation*, does every area need to be covered? Yes

How do I approach each of these areas when creating my customized learning contract?

- First, take a moment and think about why you were initially interested in going to your assigned agency
- Take a look at the structure/format of the Student Integrative Learning Contract beginning with a blank one: Learning Areas, Learning Objective, Competencies, Incremental Task Assignments, Methods of Evaluation
- Take a look at the sample Student Integrative Learning Contract

Learning Objective

- Each learning objective is an active sentence describing one area of knowledge, skills/abilities and values/attitudes **you, the student** want to learn and master in the designated learning area.
- It is a requirement that there are three (3) Learning Objectives for each learning area with a total of nine (9) Learning Objectives for your entire learning contract

Competencies

- Review the list of ten competencies
- Determine the most relevant competency(ies) associated with your identified learning objective
- Many times, there is more than one competency associated with a learning objective

Incremental Task Assignments

- A task assignment is a specific step required for you to complete in order to successfully achieve your learning objective;
- Task assignments are specific steps required to successfully learn the knowledge, skills/abilities and values/attitudes you have identified you want to learn in the learning objective
- Incremental task assignments are specific steps that support mastery
- It is a requirement that there are five (5) task assignments for each learning objective with a total of forty-five (45) Incremental Tasks Assignments for your entire learning contract

Methods of Objective

- Identify the most appropriate method you and your Field Instructor should use to decide that you have achieved the corresponding learning objective
- Many times, all methods of evaluation are identified as requirements toward assessing whether or not student achieved objective

How do I create my customized Student Integrative Learning Contract?

- Meet with Field Instructor and discuss your interests and then listen to your Field Instructor describe the opportunities available at the agency
- Begin to create your learning contract in the first week- it takes time and should take time!

Sample BSW Student Integrative Learning Contract

Student Name Sam Super

Home Phone 330-555-1234

Work Phone 330-222-1234

Cell Phone & Email 330-444-1234 samsup@uakron.edu

Field Instructor Felicia Fabulous

Work Phone 330-999-1234 Cell Phone 330-291-1234

Email FF@@agencywonderful.org

Agency Agency Wonderful

Site Address 19 Wonder Lane, Akron, Ohio 44321

Faculty Liaison Dr. Timothy McCarragher

Phone # and Email 330-972-5276 mcarra@uakron.edu

Field Period, please check Fall/Spring Semester Spring/Summer Summer/Fall
Year **2013**

Field Dates June 10, 2013- August 17, 2013

Amended Contract, please check

Undergraduate Social Work Program

(Please check courses in which student has completed ; Please insert an "E" if student is enrolled)

<input checked="" type="checkbox"/> SWK 401 Practice I [Foundation]	<input checked="" type="checkbox"/> SWK 402 Practice II [Group Work]
<input checked="" type="checkbox"/> SWK 405 Practice I Skills Lab	<input checked="" type="checkbox"/> SWK 403 Practice III [Large Systems]
<input checked="" type="checkbox"/> SWK 440 Research I	<input type="checkbox"/> SWK 441 Research II- Enrolled
<input checked="" type="checkbox"/> SWK 404 Practice IV	<input checked="" type="checkbox"/> SWK 430 Human Behavior and Social Environment: II (HBSE)
<input checked="" type="checkbox"/> SWK 445 Social Policy Analysis	<input checked="" type="checkbox"/> SWK 425 Ethics
<input checked="" type="checkbox"/> SWK 4XX Elective Crisis Intervention	
<input type="checkbox"/> SWK 4XX Elective Child Welfare II	

The Student Learning Contract developed for **the academic year** in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the Field Instructor will

identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that is being measured. The student must be involved in this process. The Field Instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area when developing the learning contract.

AGENCY INVOLVEMENT AND RESPONSIBILITY:

1. Student will receive a minimum of one hour per week of supervision. Field instruction time will include both administrative and educational instruction.
2. Student will receive consistent feedback regarding his/her progress during the practicum.

FACULTY INVOLVEMENT:

1. The assigned liaison will make an agency visit a minimum of one time, preferably as early in the first semester as possible.
2. The liaison will be available throughout the semester to assist the student and the Field Instructor with the review of the student integrative learning contract and other issues that may arise.

EVALUATION PROCEDURES:

At the completion of each semester, the student will receive a formal evaluation. Student, Field Instructor and faculty liaison are to have input into the evaluation process. The final grade will be based upon the input of those mentioned above. The faculty liaison has final responsibility for the actual grade assignment.

Program Competencies

Undergraduate Competencies and Practice Behaviors

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or

enhance privilege and power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

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

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

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STUDENT INTEGRATIVE LEARNING CONTRACT – DIRECT PRACTICE

Academic Year Summer/Fall2013

Please identify a minimum of one competency for each Learning Objective:

<p>Learning Objective I: Provide culturally sensitive individual counseling sessions to target population</p>	<p>Learning Objective II: Effectively facilitate adolescents groups</p>	<p>Learning Objective III: Provide psychosocial assessments on target population</p>
<p>Competencies (please refer to pages 2 & 3): 2.1.1; 2.1.4; 2.1.6; 2.1.10</p>	<p>Competencies (please refer to pages 2 & 3): 2.1.1; 2.1.1; 2.1.4; 2.1.6; 2.1.7; 2.1.10</p>	<p>Competencies (please refer to pages 2 & 3): 2.1.7;2.1.6; 2.1.10;</p>
<p>Incremental Task Assignments:</p>	<p>Incremental Task Assignments:</p>	<p>Incremental Task Assignments:</p>
<p>1. Research what is known about target population-theories, best practices</p>	<p>1. Research what is known about target population- theories, best practices</p>	<p>1. Research the purpose, function and goal of psychosocial assessments</p>
<p>2. Research the history of this population with agency</p>	<p>2. Research the history of groups in this agency</p>	<p>2. Research the history, role, and impact of psychosocial assessments with agency</p>
<p>3. Shadow/Observe staff working with this population</p>	<p>3. Shadow/Observe staff working with adolescents in groups</p>	<p>3. Shadow/Observe staff providing psychosocial assessments</p>
<p>4. Provide counseling session to a minimum of two clients per week</p>	<p>4. Facilitate adolescents groups- a minimum of one per week</p>	<p>4. Provide two psychosocial assessments per week</p>
<p>5. Provide oral/written feedback to Field Instructor on four areas: Engagement, Assessment, Intervention & Evaluation</p>	<p>5. Provide oral/written feedback to Field Instructor on the stages of groups & the impact on the group goals</p>	<p>5. Provide oral/written feedback to Field Instructor on each area of a psychosocial</p>
<p>Methods of Evaluation</p>	<p>Methods of Evaluation</p>	<p>Methods of Evaluation</p>
<p><input checked="" type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Feedback from Agency Professionals <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Feedback from Community <input checked="" type="checkbox"/> Completion of Objective</p>	<p><input checked="" type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Feedback from Agency Professionals <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Feedback from Community <input checked="" type="checkbox"/> Completion of Objective</p>	<p><input checked="" type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Feedback from Agency Professionals <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Feedback from Community <input checked="" type="checkbox"/> Completion of Objective</p>
<p>REQUIRED Initials Date Student: <u>SS</u> <u>6/24/13</u></p>	<p>Field Instructor <u>FF</u> <u>6/24/13</u></p>	<p>Faculty Liaison: <u>TM</u> <u>6/25/13</u></p>

STUDENT INTEGRATIVE LEARNING CONTRACT SERVICE IMPACT

Academic Year Summer/Fall2013

Please identify a minimum of one competency for each Learning Objective:

Learning Objective I:	Learning Objective II:	Learning Objective III:
Create/Update an user-friendly Social Work Intern Handbook	Create/Update an user-friendly developmental tool for social work interns to use when observing presentations, meetings, shadowing visits, and/or supervisory sessions	Create/Update an user-friendly, functional agency resource library
Competencies: 2.1.1; 2.1.3;2.1.4	Competencies: 2.1.1; 2.1.2; 2.1.3;2.1.6; 2.1.9	Competencies: 2.1.1; 2.1.3; 2.1.4
Incremental Task Assignments:	Incremental Task Assignments:	Incremental Task Assignments:
1. Research the history of this type of handbook with this agency	1. Research the history of this type of tool with this agency	1. Research the history of a resource library with this agency
2. Interview Field Instructor and students regarding handbook contents	2. Interview Field Instructor regarding the areas that all interns should be aware of for developmental growth	2. Interview key staff identified by Field Instructor to determine the main categories
3. Gather information needed to be placed in handbook	3. Create a draft tool	3. Interview key clients identified by Field Instructor to determine the importance of the categories
4. Prepare a draft and distribute it to Field Instructor, and student for feedback	4. Recruit other students to utilize tool	4. Determine the best medium for access by staff
5. Review feedback and Refine Handbook	5. Gather feedback and refine tool	5. Gather and compile resources
Methods of Evaluation	Methods of Evaluation	Methods of Evaluation
<input checked="" type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Feedback from Agency Professionals <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Feedback from Community <input checked="" type="checkbox"/> Completion of Objective	<input checked="" type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Feedback from Agency Professionals <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input checked="" type="checkbox"/> Completion of Objective	<input checked="" type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Feedback from Agency Professionals <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Feedback from Community <input checked="" type="checkbox"/> Completion of Objective
REQUIRED Student: <u>SS</u> <u>6/24/13</u> Initials Date	Field Instructor <u>FF</u> <u>6/24/13</u> Initials Date	Faculty Liaison: <u>TM</u> <u>6/25/13</u> Initials Date

STUDENT INTEGRATIVE LEARNING CONTRACT – PROFESSIONAL LEARNING

Academic Year Summer/Fall2013

Please identify a minimum of one competency for each Learning Objective:

Learning Objective I:	Learning Objective II:	Learning Objective III:
Effectively document client (system) contact	Effectively integrate time management and organizational skills into daily activities	Effectively utilize agency policies and procedures to advocate for client systems
Competencies: 2.1.1; 2.1.3;	Competencies: 2.1.1;	Competencies: 2.1.8; 2.1.9
Incremental Task Assignments:	Incremental Task Assignments:	Incremental Task Assignments:
1. Read/Research the purpose and impact of documenting client contact	1. Interview staff identified by Field Instructors that effectively manage time and projects	1. Read/Research current agency policies and procedures
2. Read a minimum of 5 documented client contacts by staff approved by Field Instructor	2. Identify a list of effective strategies	2. Read/Research historical markers in agency policies and procedures
3. Observe staff writing a minimum of 5 client contacts	3. Research field related strategies to effectively manage time and projects	3. Interview three (3) workers with institutional memory to identify the role impact of changes on client population
4. Review , with specific questions, a minimum of 5 documented client contacts from staff approved by Field Instructor	4. Create a plan	4. Interview Field Instructor to identify specific current policies procedures needed to effectively assist client population
5. Practice writing case notes- a minimum of 2 case notes per week	5. Practice integrating time and project management into daily activities	5. Document the use of policy and procedures when helping client population
Methods of Evaluation	Methods of Evaluation	Methods of Evaluation
<input checked="" type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Feedback from Agency Professionals <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Feedback from Community <input checked="" type="checkbox"/> Completion of Objective	<input checked="" type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Feedback from Agency Professionals <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Feedback from Community <input checked="" type="checkbox"/> Completion of Objective	<input checked="" type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Feedback from Agency Professionals <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Feedback from Community <input checked="" type="checkbox"/> Completion of Objective
REQUIRED		
Initials SS Date	Initials Date	Initials Date
Student SS 6/24/13	Field Instructor FF 6/24/13	Faculty Liaison: TM 6/25/13

Additional Learning Objectives

I have read the Field Education Manual and I understand that field follows a concurrent pattern over two (2) consecutive semesters.

Students are required to complete **225 clock hours each semester**. Students may not accrue more than **225 clock hours** in either semester of field to shorten the length of the field experience overall, or in either semester, nor take the additional hours as vacation days.

Students may also not accrue the **225 clock hours** early in either semester to shorten the length of the semester.

Field is to be experienced over the full length of the semester, 15 hours per week in fall and spring semesters, and 22½ hours per week in summer sessions II and III.

I agree with the terms of the student integrative learning contract.

Required Signatures:

Student	<u>Sam Super</u>	Date	<u>6/25/13</u>
Field Instructor	<u>Felicia Fabulous</u>	Date	<u>6/25/13</u>
Faculty Liaison	<u>Timothy McCarragher</u>	Date	<u>6/25/13</u>

APPENDIX F FIELD EDUCATION AREAS OF LEARNING

Direct Practice refers to that area of professional practice in which students work in purposeful, face-to-face contact with identified client systems and with collateral persons and organizations relevant to those particular client systems. Such collateral contact may involve client advocacy within the field setting itself.

This area of learning requires students to develop and refine basic practice skills for effective generalist practice with individuals, families, groups, organizations, and communities. These skills include observation, interviewing, relationship-building, oral and written communication, documentation, conflict-management, advocacy, data collection and assessment, planning, and contracting, intervention and monitoring, termination, and evaluation of practice effectiveness.

Students are enabled to practice with an appreciation for the positive value of diversity with clients from various social, cultural, racial, religious, spiritual, class, and size systems. They are enabled to empower at-risk and vulnerable populations as related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students are also enabled to contribute to the restoration, maintenance, and enhancement of social functioning.

Service Impact refers to that area of professional practice where students contribute to changes in agency policies and services and in broader social policies affecting the populations they serve. This area also involves contributions to changes in organizational work cultures affecting agency and interagency work groups and staff relationships.

This area of learning requires students to practice with increased understanding of the impact of social problems on a variety of client systems, problems such as poverty, inadequate housing, family breakdown, delinquency, mental illness, and discrimination. Students are enabled to develop commitment to social justice, equality, and the elimination of the negative consequences of racism, sexism, heterosexism, and other forms of oppression and discrimination. They are enabled to gain firsthand knowledge and a greater understanding of the network of social welfare services in the community, in terms of their operation, their contribution to the maintenance and enhancement of social functioning, and the social forces which affect their organization and operation. Finally, students are enabled to function as a member of a team and gain an appreciation for the work of disciplines other than social work.

Professional Learning refers to the systematic study and documentation of professional practice in which students develop and maintain ongoing responsibility and direction for the planning, content, and focus of their learning and professional development.

This area of learning requires students to make appropriate use of social work supervision, consultation, and research to enhance practice competence. Students are enabled to integrate and apply the knowledge, values, and ethics derived from the foundation courses and other content areas included in the social work curriculum. They are enabled to become aware of and analyze their own value orientations and feelings about people and the problems they bring to social service agencies, and to develop a professional stance in terms of identity and use of self. Finally, students are enabled to understand and appropriately apply agency procedures, policies, and personnel regulations.

FIELD EDUCATION LEARNING ASSIGNMENTS

The overall objectives of the field experience are achieved through the development of the student's professional capabilities by systematic study and documentation of specific learning assignments within the areas of direct practice, service impact, and professional learning.

Direct practice assignments include work with individuals, families, groups, organization, and communities as identified client systems, and with collateral persons and organizations. This practice takes the form of work with client systems, including some experience with all phases of practice from initial assessment to termination; and work with at-risk and vulnerable client populations as related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Service impact assignments include collaboration in ongoing and ad hoc work groups, such as agency and interagency teams, committees, staff meetings, and so on; work in intra-agency groups around service duplication, gaps, or collaboration; open discussion of the impact of agency and community policies, procedures and work cultures on clients, agency services, staff relationships and students; grant-writing; development of needs assessment surveys or program outcome measures; research around modification of agency policies, procedures, and services; development of new services; legislative action; agency board attendance; community education and outreach.

Professional learning includes collaboration with the Field Instructor regarding learning assignments focused on the ongoing examination and assessment of student performance; documentation of student performance through process recording, audio-visual taping, and/or observation showing how students actually perform under certain conditions and how students describe and assess their own practice; content-oriented documentation of student performance showing how they use agency records of accountability, e.g., progress notes, proposals, memos, reports, and so on; and meeting the learning objectives.

It is expected that professional learning will begin with the student's orientation to the agency and the development of a student integrative learning contract, and will continue throughout the field experience. It is also expected that students be given some direct practice assignments by the middle of the first semester of field and that additional assignments are made as they arise and are deemed appropriate during the remainder of the field experience. Some service impact assignments, such as staff meetings, team meetings or other types of client treatment planning groups, are expected to be assigned during the first semester.

APPENDIX G STUDENT INTEGRATIVE LEARNING CONTRACT

Student Name _____

Home Phone _____

Work Phone _____

Cell Phone & Email _____

Field Instructor _____

Work Phone _____ Cell Phone _____

Email _____

Agency _____

Site Address _____

Faculty Liaison _____

Phone # and Email _____

Field Period, please check Fall/Spring Semester Spring/Summer Summer/Fall
Year ____

Field Dates _____

Amended Contract, please check

Undergraduate Social Work Program

(Please check courses in which student has completed ; Please insert an "E" if student is enrolled)

<input type="checkbox"/> SWK 401 Practice I [Foundation] <input type="checkbox"/> SWK 405 Practice I Skills Lab <input type="checkbox"/> SWK 440 Research I <input type="checkbox"/> SWK 404 Practice IV [Individuals/Families] <input type="checkbox"/> SWK 445 Social Policy Analysis <input type="checkbox"/> SWK 4XX Elective <input type="checkbox"/> SWK 4XX Elective	<input type="checkbox"/> SWK 402 Practice II [Group Work] <input type="checkbox"/> SWK 403 Practice III [Large Systems] <input type="checkbox"/> SWK 441 Research II <input type="checkbox"/> SWK 430 Human Behavior and Social Environment: II (HBSE) <input type="checkbox"/> SWK 425 Ethics
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The Student Learning Contract developed for **the academic year** in conjunction with the Evaluation, is used to depict the progress of the student's growth and development throughout the field experience. The Student Integrative Learning Contract provides the basis for the Evaluation. The student and the Field Instructor will identify learning objectives, along with incremental tasks that the student will work toward achieving. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that is

being measured. The student must be involved in this process. The Field Instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area when developing the learning contract.

AGENCY INVOLVEMENT AND RESPONSIBILITY:

Student will receive a minimum of one hour per week of supervision. Field instruction time will include both administrative and educational instruction.

Student will receive consistent feedback regarding his/her progress during the practicum.

FACULTY INVOLVEMENT:

The assigned liaison will make a minimum of one agency visit, preferably as early in the first semester as possible.

The liaison will be available throughout the semesters to assist the student and the Field Instructor with the review of the student integrative learning contract as well as any other issues that may arise.

EVALUATION PROCEDURES:

At the completion of each semester, the student will receive a formal evaluation. Student, Field Instructor and faculty liaison are to have input into the evaluation process. The final grade will be based upon the input of those mentioned above. The faculty liaison has final responsibility for the actual grade assignment.

Program Competencies

Bachelor Level Competencies and Practice Behaviors

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include

oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

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

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and

- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

STUDENT INTEGRATIVE LEARNING CONTRACT Direct Practice

Academic Year _____

Please identify a minimum of one competency for each Learning Objective:

<u>Learning Objective I:</u>	<u>Learning Objective II:</u>	<u>Learning Objective III:</u>
Competencies:	Competencies:	Competencies:
Incremental Task Assignments:	Incremental Task Assignments:	Incremental Task Assignments:
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
Methods of Evaluation	Methods of Evaluation	Methods of Evaluation
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
REQUIRED Initials Date Student: _____ Field Instructor _____ Faculty Liaison: _____	Initials Date	Initials Date



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STUDENT INTEGRATIVE LEARNING CONTRACT SERVICE IMPACT

Academic Year _____

Please identify a minimum of one competency for each Learning Objective:

<u>Learning Objective I:</u>	<u>Learning Objective II:</u>	<u>Learning Objective III:</u>
Competencies:	Competencies:	Competencies:
Incremental Task Assignments:	Incremental Task Assignments:	Incremental Task Assignments:
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
Methods of Evaluation	Methods of Evaluation	Methods of Evaluation
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
REQUIRED Initials Date Student: _____	Initials Date Field Instructor _____	Initials Date Faculty Liaison: _____

STUDENT INTEGRATIVE LEARNING CONTRACT – PROFESSIONAL LEARNING

Academic Year _____

Please identify a minimum of one competency for each Learning Objective:

<u>Learning Objective I:</u>	<u>Learning Objective II:</u>	<u>Learning Objective III:</u>
Competencies:	Competencies:	Competencies:
Incremental Task Assignments:	Incremental Task Assignments:	Incremental Task Assignments:
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
Methods of Evaluation	Methods of Evaluation	Methods of Evaluation
<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Feedback from Agency Professionals <input type="checkbox"/> Communication <input type="checkbox"/> Feedback from Community <input type="checkbox"/> Completion of Objective
REQUIRED Student _____	_____ Field Instructor	_____ Faculty Liaison:
Initials _____ Date _____	Initials _____ Date _____	Initials _____ Date _____

Additional Learning Objectives

I have read the Field Education Manual and I understand that field follows a concurrent pattern over two (2) consecutive semesters.

Students are required to complete **225 clock hours each semester**. Students may not accrue more than **225 clock hours** in either semester of field to shorten the length of the field experience overall, or in either semester, nor take the additional hours as vacation days.

Students may also not accrue the **225 clock hours** early in either semester to shorten the length of the semester.

Field is to be experienced over the full length of the semester, 15 hours per week in fall and spring semesters, and 22½ hours per week in summer sessions II and III.

I agree with the terms of the student integrative learning contract.

Required Signatures:

Student	_____	Date	_____
Field Instructor	_____	Date	_____
Faculty Liaison	_____	Date	_____

APPENDIX H SAMPLE FAPE

Students interested in doing their field education experience at their place of employment must submit, to the Field Coordinator, a **written proposal for the field experience**. The proposal must conform to the guidelines listed below and demonstrate how the proposed experience meets the requirements of the Field Education Program. An Agency Acceptance Form and an agency generated Job Description is also required in addition to completing the FAPE Proposal.

Student Information and Date of Submission

Student's Name **Thomas Legos**

Student ID # **23476891**

Phone: **(H) 330-123-2222 (W) 330-555-5555**

Email **Legost@zips.uakron.edu**

Agency Description

Agency Full Name: **Place Legal name of agency here**

Agency Full Address: **Place agency's main address here**

Agency Mission (please provide in the space below) **Mission Statement goes here**

Type of programs/services provided by the agency: **List here all the programs associated with the agency**

Target population(s) served: **List and describe the client system to be addressed by this agency- usually located in the mission statement**

Student Employee Status

Job Title **Place here the title of your current position with this agency**

Job Description: **Using bullets and/or narrative describe your current responsibilities**

Length of time employed at the agency: **Place here how long you have been a paid employee with this agency**

Name of immediate employment supervisor: ***Place here the full name of who you, as an employee report***

Phone Number of employment supervisor: ***Place here the direct line to immediate supervisor***

Email of employment supervisor: ***Place here a legible email address where all correspondence from the university will be directed***

Proposed Field Experience- The Proposal

- **Must** be typed and double-spaced, using the below outline
- **Include**, at the bottom, the signatures of the student; his or her immediate employment supervisor; and the proposed Field Instructor, including academic degree.

The actual proposal should incorporate the following components in a narrative:

- A. Specify** the social work activities, assignments, and other involvements to be engaged in as part of the field experience. The proposed activities, assignments, and other involvements **must** be different from those that are a part of the student's employee job description.
- B. Describe** what you, the student hope to learn from the above experience.
- C. Describe** how your field education experience will be distinct and separate from normal work in terms of both proposed assignments and time frame. Field time should be planned and specified to maintain learning boundaries as well as
- D. Opportunities**, optimally in blocks of three or more hours and absolutely not less than one hour so the student learning experience is well defined.
- E. Describe** how the agency agrees to support the student's learning contract and commits to covering student employment activities as needed to facilitate these goals.

Signature Page

Proposed Field Instructor name: ***An original Signature of your Field Instructor is needed here***

Proposed Field Instructor phone number: ***Place here the direct line to Field Instructor***



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Proposed Field Instructor email: *Place here a legible email address where all correspondence from the university will be directed*

Proposed Field Instructor degree: *Place here the highest educational level achieved*

Proposed Field Instructor title/position *Self-explanatory*

The proposed Field Instructor **must** be someone other than the student’s immediate employment supervisor; **must** have BSW degree (no non-social work degree is accepted); **must** have two years post bachelor’s experience; and **must** have a minimum of one year with the agency.

1. Will be accepted contingent upon it’s conformity with the Program requirements for field at place of employment.

Please note: *FAPE will not be reviewed or approved without the signature and date of the student, employment supervisor and the proposed Field Instructor.*

_____ Date: _____
Student signature

_____ Date: _____
Employment Supervisor signature

_____ Date: _____
Proposed Field Instructor signature

_____ Date: _____
Agency or Social Work Director signature-*optional signature*

APPENDIX I FIELD AT PLACE OF EMPLOYMENT PROPOSAL (FAPE)

Students interested in doing their field education experience at their place of employment must submit, to the Field Coordinator, a **written proposal for the field experience**.

The proposal must conform to the guidelines listed below and demonstrate how the proposed experience meets the requirements of the Field Education Program.

An Agency Acceptance Form and an agency generated Job Description is also required in addition to completing the FAPE Proposal.

Student Information and Date of Submission

Student's Name

Student ID #

Phone: (H) (W)

Email

Agency Description

Agency Full Name:

Agency Full Address:

Agency Mission (please provide in the space below)

Type of programs/services provided by the agency:

Target population(s) served:

Student Employee Status

Job Title

Job Description:

Length of time employed at the agency:

Name of immediate employment supervisor:

Phone Number of employment supervisor:

Email of employment supervisor:

Proposed Field Experience- The Proposal

- A. **Must** be typed and double-spaced, using the below outline
- B. **Must** include, at the bottom, the signatures of the student; his or her immediate employment supervisor; and the proposed Field Instructor, including academic degree.
- F. **Specify** the social work activities, assignments, and other involvements to be engaged in as part of the field experience. The proposed activities, assignments, and other involvements **must** be different from those that are a part of the student's employee job description.
- G. **Describe** what you, the student hope to learn from the above experience.
- H. **Describe** how your field education experience will be distinct from normal work in terms of both proposed assignments and time frame. Field time should be planned and specified to maintain learning boundaries as well as opportunities, optimally in blocks of three or more hours and absolutely not less than one hour so the student learning experience is well defined.
- I. **Describe** how the agency agrees to support the student's learning contract and commits to covering student employment activities as needed to facilitate these goals.

Signature Page

Proposed Field Instructor name: _____

Proposed Field Instructor phone number: _____

Proposed Field Instructor email: _____

Proposed Field Instructor degree: _____

Proposed Field Instructor title/position _____



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The proposed Field Instructor **must** be someone other than the student's immediate employment supervisor; **must** have BSW degree (no non-social work degree is accepted); **must** have two years post bachelor's experience; and **must** have a minimum of one year with the agency.

Will be accepted contingent upon it's conformity with the Program requirements for field at place of employment.

Please note: *FAPE will not be reviewed or approved without the signature and date of the student, employment supervisor and the proposed Field Instructor.*

_____ Date: _____
Student signature

_____ Date: _____
Employment Supervisor signature

_____ Date: _____
Proposed Field Instructor signature

_____ Date: _____
Agency or Social Work Director Signature (optional)

APPENDIX J FAQ STUDENT FIELD EVALUATION

What is a Student Evaluation?

A student evaluation is a tool used to document the growth/development or lack of growth /development of each student in the three learning areas described in the student integrative learning contract: Direct Practice, Service Impact, and Professional Learning.

The student evaluation is designed to measure a student’s performance in specific practice behaviors related to one of the ten identified competencies that all master level social workers should master prior to graduating from an accredited social work program.

A five-point Likert scale is used to document outcome measures- student’s growth and development. A Likert scale is a multi-item method of measurement often used in survey research.

Who completes the Student Evaluation?

The Field Instructor completes the student evaluation. The university encourages students to complete their student evaluation a minimum of one week prior to their supervisory meeting and submit a completed evaluation of their growth and development from their perspective, including specific examples of a developing *competency*.

When do I complete Student Evaluation?

Students should have a completed, signed (*by both the Field Instructor and the student*) contract/plan according to the due date listed on the field calendar.

How often do I complete a Student Evaluation?

Each semester a student evaluation is due.

Why should I care about this document?

The Student Evaluation is a written reflection of your semester’s performance in mastering the ten competencies which is a prerequisite for graduating from an accredited social work program.

We also believe that if you have entered our social work program, you are committed to ensuring that you have the knowledge, the skills, and the values to effectively help those in need of a social worker.

Are the ten (10) competencies located on the Student Evaluation the same as the one I saw on the Student Integrative Learning Contract?

Yes.

What do you mean by rating scales/levels?

Each evaluation has a Performance Dimension Scale also known as a five-point Likert scale. A Likert scale is a multi-item scale, commonly used in surveys.

Students will earn a rating based on a demonstration of practice behaviors over an entire semester. An opportunity to document a detailed illustration of student's demonstration of practice behaviors related to corresponding competencies is available after each learning area: Direct, Service Impact, Professional Learning. An additional opportunity is available to document a cumulative illustration of a student's demonstration of practice behaviors in all three areas: (Overall Assessment), Improvements needed to ensure student are developing on target (Areas for Development), Additional places to document student development into a professional social worker.

What are the rating levels?

Rating levels are:

- NO No Opportunity**
Student did not have an opportunity, this semester, to practice a behavior related to a competency
- 1 Substantially Below Expectations**
Student's performance is unacceptable for a graduate level student. Student's work is consistently below standards and substantial improvement is needed.
- 2 Below Expectations**
Student is practicing at a marginal level; most of the work is getting done but not at a level expected of a graduate level student
- 3 Meets Expectations**
Student demonstrates a solid performance. The student is consistent in achieving the results expected of a graduate level student.
- 4 Exceeds Expectations**
Student demonstrates a superior performance. Student's work is characterized by significant accomplishments and consistently performs at a level above that expected a graduate student.
- 5 Substantially Exceeds Expectations**
Student demonstrates outstanding performance. Student's work is consistently expert and consistently exceeds results expected to a substantial degree of a graduate student.

What is the approval process for the student evaluation?

After extensive discussion and writing between the Field Instructor and student, the Field Instructor and student will sign the student evaluation, giving their full approval of the plan. The Field Instructor will

recommend whether or not student should pass or fail for the semester, if a master level student or recommend a grade, if an undergraduate student. Your assigned faculty liaison will then review the evaluation and if in agreement will also sign this document. The faculty liaison will assign a pass or fail status or grade. It is at this point that the student makes a copy for themselves and their Field Instructor.

Are the learning areas located on the Student Evaluation the same as the one I saw on the Student Integrative Learning Contract?

Yes. Some examples of learning areas include:

Direct Practice is work with client system from initial assessment to evaluation and termination. Student should have at least four (4) hours per week of face to face client system/collateral contact.

Service Impact is professional practice where students contribute to strengthening the agency responsible for the developing by giving back. The student leaves a project behind that is an asset for future students, staff, and/or clientele. The agency/organization is better because the student was there.

Professional Learning refers to the systematic study and documentation of the professional use of self in becoming a social work professional. This learning occurs within the context of the Field Instructor and student relationship. The Field Instructor and student relationship is the primary mechanism through which students develop a professionally reflective and self-evaluative practice.

How do I prepare for my evaluation?

- Take a look at the structure/format of the Student Evaluation beginning with a blank one moving to a sample one.
- It is helpful throughout the semester to compile the information you documented on your time/task log, review your student integrative learning contract (*and hopefully, you have been placing notes throughout the semester on your learning contracts*), notes from supervisory sessions, and your own personal notebook reflecting your development. Once compiled, organize according to the three learning areas and complete a self-evaluation.
- Review the field calendar and four weeks prior to evaluation due date, schedule a supervisory conference with one agenda- your student evaluation.
- Give your Field Instructor your written self- evaluation a minimal of one week prior to your scheduled supervisory meeting.
- Meet with Field Instructor and be prepared to have an in-depth mutual discussion all about **you!**

Sample BSW-Student Evaluation

(Please Check)

Select

Applicability

BSW I

BSW II

I. Cover Sheet

Student Name _____ Place your full name here

Home Phone _____ Place contact information here

Work Phone _____ If applicable, place contact information here

Cell Phone _____ Place contact information here

Email _____ A UA email is preferred

Field Instructor _____ Place full name of your Field Instructor here

Work Phone _____ Place here direct line Cell Phone _____ If Field Instructor is receptive

Email _____ Email address to facilitate correspondence from university

Agency _____ Full name of Agency

Site Address _____ Full address of location where students spends the most time

Faculty Liaison _____ Full name of the Liaison assigned to student/agency the semester

Phone Number _____ Full contact number for assigned liaison

Email _____ Full email address

Field Period (please check) Fall /Spring Semester Spring/Summer Semester
 Summer/Fall Academic Year 2012/13 **Select the two semesters student is in field along with the academic year- Fall/Spring 2012/13**

Field Dates _____ **Place here dates for the entire academic year (beginning of first semester-completion of second semester) student is in field**

The Evaluation is designed to measure **outcomes** in achieving program competencies. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in **demonstrating** practice behaviors to achieve each competency that are being measured. The student **must be involved** in this process. The Field Instructor and the student should be **familiar** with the Program competencies and field education practice behaviors for each learning area. The Evaluation measures where the student **is** relative to the student's growth and development in the relevant Program competency.

II. Program Competencies

Bachelor Level Competencies and Practice Behaviors

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

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

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of

practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

III. Performance Dimension Scale

Instructions for Rating the Student's Competency Level

Rate the **performance** of this student's **demonstration** of practice behaviors that achieved the Program's core competencies. Each competency will be rated on a five point Likert Scale. Each level is defined with examples of the student's performance of the practice behaviors by checking the appropriate number.

A competent student integrates theory with agency mission, goals, policies and procedures that direct the service delivery system. The student is culturally competent and demonstrates a professional demeanor relevant to the agency expectations. The student works with supervision effectively and interacts with agency staff and clients appropriately.

The five rating levels are defined as follows:

RATING	LEVEL	GENERAL DEFINITION
5	Substantially Exceeds Expectations	Outstanding performance; work is consistently expert and consistently exceeds results expected to a substantial degree of a competent student.
4	Exceeds Expectations	Superior performance; most work is characterized by significant accomplishments, consistently performs at a level above that expected of a competent student.
3	Meets Expectations	Solid performance; consistently achieves the results expected of a competent student.
2	Below Expectations	Marginal performance; most work is getting done but not at a level expected of a competent student. Improvement is required.
1	Substantially Below Expectations	Unacceptable performance; work is consistently below standards expected of a competent student. Substantial improvement is required.
NO	No Opportunity	No Opportunity presented to evaluate student on competency.

IV. Practice Behaviors and Outcome Measures

DIRECT PRACTICE

Rate the student's level of performance in Direct Practice learning experiences utilizing the five-level Performance Dimension Scale. The student's demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student's performance of practice behaviors is the level at which you should place the student.

Level of Performance

5	4	3	2	1	NO No Opportunity
Outstanding	Superior	Solid	Marginal	Unacceptable	

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- ___ Student understood and was able to communicate to client systems his/her professional role in the agency.
- ___ Student appropriately accessed and utilized agency staff to accomplish assignments.
- ___ Student complied with agency protocol in advocating for client systems.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

- ___ Student integrated social work values, ethics and purpose in direct practice.

Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments

- ___ Student utilized effective interpersonal verbal and non-verbal communication skills, such as active and reflective listening, paraphrasing, summarizing, clarifying, questioning; body language, eye contact, awareness of personal space.
- ___ Student utilized appropriate, clear, accurate, and correct written communication in agency documentation of accountability and correspondence.

Competency 2.1.4—Engage diversity and difference in practice

- ___ Student interacted with client systems in a manner that conveyed appreciation and respect for client diversity, dignity and worth through utilizing client system strengths and resources.
- ___ Student assessed the impact of discrimination and oppression on his/her client systems and collaborated with the client to restore, maintain and enhance resources, and social functioning.

Competency 2.1.5—Advance human rights and social and economic justice

- ___ Student advocated for the elimination of discrimination and oppression impacting his/her client systems and collaborated with the client to restore, maintain and enhance resources and social functioning.
- ___ Student engaged in social work practice that advances social and economic justice for individuals, families, groups, and communities.

Competency 2.1.6 – Engage in research-informed practice and practice-informed research

- ___ Student documented the student/client activity utilizing case/progress notes, meetings, and summary recordings in compliance with agency guidelines to inform scientific inquiry.
- ___ Student utilized evidence-based practice that effectively informed his/her decision-making in assessment, intervention, and evaluation of client activities.

Competency 2.1.7 – Apply knowledge of human behavior and the social environment

- ___ Student assessed intrapersonal components of clients over the life span and integrated universal human needs in the client’s environment for intervention and evaluation.
- ___ Student consciously understood and utilized the context of the client’s environment that affected the problem solving process.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- ___ Student effectively interacted with social workers and other disciplines on behalf of client systems.
- ___ Student empowered clients to advocate for themselves.

Competency 2.1.9—Respond to contexts that shape practice

- ___ Student utilized the changing social, economic, and political trends to inform service delivery systems.
- ___ Student interacted with service populations (*i.e. urban, rural and suburban*) utilizing cultural factors and human dynamics to guide intervention, assessment, and evaluation.

Competency 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Competency 2.1.10(a) – Engage

- ___ Student prepared for initial contact with client by ensuring that his/her knowledge, skills, and values were in sync with his/her preliminary understanding of the client’s human conditions.
- ___ Student recognized ethical dilemmas that may exist in preparation for client interaction.

- ___ Student demonstrated use of empathy, respect, and worth and dignity of the client to facilitate the client's sharing his/her human condition.

- ___ Student, in collaboration with clients, identified services to individuals, families, small groups, organizations, neighborhoods and/or communities in accordance with agency mission, goals, and quality assurance standards.

- ___ Student disseminated pertinent information to clients and staff in compliance with agency protocol.

- ___ Student linked client systems to appropriate resources based on client needs.

Competency 2.1.10(b)—Assessment

- ___ Student communicated with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and to collaboratively involve the client system in determining intervention strategies and goals.

- ___ Student conducted interviews that enabled the client to share his/her human condition and participated in identifying his/her support systems that can be utilized to implement the planned change process.

- ___ Student worked with client to identify a course of action which recognized the achievement and/or barriers to successful outcomes.

- ___ Student assessed client systems and client change utilizing the person-in-environment perspective.

Competency 2.1.10(c)—Intervention

- ___ Student engaged the client in the development of an appropriate and a mutually agreed-on intervention plan.

- ___ Student implemented collaborative intervention strategies that enhanced client social functioning utilizing referral sources when indicated.

- ___ Student utilized the client's human condition to facilitate change through negotiation, mediation and advocacy.

- ___ Student sought supervision, consultation and literature review to work with the client's goal achievement.

- ___ Student facilitated the client's development and maintenance of adaptive functioning that provided stability within their environment.

- ___ Student facilitated communication between client systems and agency to mediate misunderstandings/disagreements.

- ___ Student utilized a collaborative problem solving process with client systems toward their empowerment to meet their needs.

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

- ___ Student monitored and evaluated intervention strategies in collaboration with client systems.

- ___ Student utilized research skills to ensure best practices of evidence-based intervention.

___ Student facilitated termination and separation of the client-worker relationship by assessing the evaluation results.

___ Student developed strategies for feedback on client's maintaining adaptive functioning.

Please complete this section if your organization required additional practice behaviors/ outcome measures that are specific to the student and the agency.

Please comment on student's performance that contributed to the above 'direct practice' ratings.

SERVICE IMPACT

Rate the student’s level of performance in Service Impact learning experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.
- Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

Competency 2.1.5—Advance human rights and social and economic justice

- Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

Competency 2.1.6—Engage in research-informed practice and practice-informed research

- Student participated in activities toward program and service delivery development and enhancement.

Competency 2.1.7—Apply knowledge of human behavior and the social environment

- Student assessed agency services and programming within the context of agency mission, goals, accreditation standards, funding resources, and social policy and legislation.
- Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Student assessed agency services and programming within the context of agency mission, goals, accreditation standards, funding resources, and social policy and legislation.
- Student identified the strengths, limitations, gaps and duplications in agency programs and services.

- Student identified agency and community policies and procedures that impact work culture and client services, and positively contributed to policy and procedure change.
- Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

Competency 2.1.9—Respond to contexts that shape practice

- Student identified the strengths, limitations, gaps and duplications in agency programs and services.
- Student participated in activities toward program and service delivery development and enhancement.
- Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.
- Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.
- Student identified agency and community policies and procedures that impact work culture and client services, and contributed to positive policy and procedure change.
- Student complied with agency protocol in advocating for the agency.

Competency 2.1.10(c)—Intervention

- Student complied with agency protocol in advocating for the agency.

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

- Student worked collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness;
- Student participated on work teams and committees to initiate changes in service delivery.

Please complete this section if your organization required additional practice behaviors/ outcome measures that are specific to the student and the agency.

Please comment on student's performance that contributed to the above 'service impact' ratings.

PROFESSIONAL LEARNING

Rate the student's level of performance in Professional Learning' learning' experiences utilizing the five-level Performance Dimension Scale. The student's demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student's performance of practice behaviors is the level at which you should place the student.

Level of Performance

5	4	3	2	1	NO No Opportunity
Outstanding	Superior	Solid	Marginal	Unacceptable	

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.
- Student discussed with Field Instructor assignments and tasks as avenues for professional growth.
- Student made organized, complete, accurate and reflective case presentations.
- Student interacted with other disciplines recognizing their mutual roles and expertise.
- Student accepted and integrated into practice supervisory/consultative feedback.
- Student took increasing responsibility for utilizing field instruction.
- Student accepted accountability for his/her direct practice, service impact and professional learning.
- Student took responsibility for accomplishing learning objectives and incremental assignments and tasks.
- Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability;
- Student adhered to and utilized field setting policies and procedures.
- Student functioned in accordance with professional social work values and ethics.
- Student modified his/her practice and agency activities based on balanced self-evaluation.
- Student applied classroom learning to direct practice, service impact and professional learning.
- Student effectively used personal management skills, such as time, stress, and anger management.
- Student effectively utilized agency experiences, positive or negative, as opportunities for development of

professional self and learning.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

- ___ Student distinguished personal values from professional social work values and ethics.
- ___ Student functioned in accordance with professional social work values and ethics.
- ___ Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.

Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments

- ___ Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.
- ___ Student made organized, complete, accurate and reflective case presentations.
- ___ Student accepted accountability for his/her direct practice, service impact and professional learning.
- ___ Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability.
- ___ Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.
- ___ Student applied classroom learning to direct practice, service impact and professional learning.

Competency 2.1.4 – Engage diversity and differences in practice

- ___ Student recognized how social structure and cultural values may oppress, marginalize, and alienate some, while creating privilege and power for others.
- ___ Student demonstrated sufficient self-awareness of the influence of personal biases and values in working with diverse groups.
- ___ Student utilized insights to clients and consumers as areas of learning about the dimensions of diversity and themselves as learners.
- ___ Student recognized and communicated the importance of difference in shaping life experiences.

Competency 2.1.7—Apply knowledge of human behavior and the social environment

- ___ Student utilized the conceptual framework of the person in the environment in completing assessments and interventions.
- ___ Student evaluated the interactions with client systems in the planned change process to ensure that the clients understand their role and responsibilities in contributing to their environments.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

____ Student adhered to and utilized field setting policies and procedures.

Competency 2.1.9—Respond to contexts that shape practice

____ Student utilized technology as presented in the field setting and understood its implications for social work practice.

Competency 2.1.10(c)—Intervention

____ Student adhered to and utilized field setting policies and procedures.

Competency 2.1.10(d)—Evaluation

____ Student accepted and integrated into practice supervisory/consultative feedback.

Please complete this section if your organization required additional practice behaviors/ outcome measures that are specific to the student and the agency.

Please comment on student's performance that contributed to the above 'professional learning' ratings.

V. Assessment and Signature Page – each section of this page should be completed in a narrative form with a significant level of details that student can use to strengthen their developing skills.

OVERALL ASSESSMENT

Areas of Strength:

Areas for Development:

Please comment on the student’s overall professional practice and specific areas of expertise:

RECOMMENDED GRADE *Field Instructors place their recommended grade here*

Field Instructor Comments: (Please use additional sheets as needed)

Field Instructor can make additional comments here

Student Comments: (Please use additional sheets as needed)

Students can make their comments relevant to their student evaluation in this section

Required Signatures: *All signatures, dates, and students’ initialing the review of their grade is required prior to submitting grade in UA learning management system.*

Field Instructor _____ Date _____

I have participated in and read this evaluation and I agree I disagree with its contents.

Student _____ Date _____

I have reviewed this evaluation and assign a grade of: _____

Faculty Liaison _____ Date _____

APPENDIX L STUDENT FIELD EVALUATION FORM

BSW-Student Evaluation

(Please Check)

BSW I

BSW II

I. Cover Sheet

Student Name _____

Home Phone _____

Work Phone _____

Cell Phone _____

Email _____

Field Instructor _____

Work Phone _____ Cell Phone _____

Email _____

Agency _____

Site Address _____

Faculty Liaison _____

Phone Number _____

Email _____

Field Period (please check) Fall /Spring Semester Spring/Summer Semester

Summer/Fall Academic Year ____

Field Dates _____

The Evaluation is designed to measure **outcomes** in achieving program competencies. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in **demonstrating** practice behaviors to achieve each competency that are being measured. The student **must be involved** in this process. The Field Instructor and the student should be **familiar** with the Program competencies and field education practice behaviors for each learning area. The Evaluation measures where the student **is** relative to the student's growth and development in the relevant Program competency.

II. Program Competencies

Bachelor Level Competencies and Practice Behaviors

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social

workers

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

III. Performance Dimension Scale

Instructions for Rating the Student's Competency Level

Rate the **performance** of this student's **demonstration** of practice behaviors that achieved the Program's core competencies. Each competency will be rated on a five point Likert Scale. Each level is defined with examples of the student's performance of the practice behaviors by checking the appropriate number.

A competent student integrates theory with agency mission, goals, policies and procedures that direct the service delivery system. The student is culturally competent and demonstrates a professional demeanor relevant to the agency expectations. The student works with supervision effectively and interacts with agency staff and clients appropriately.

The five rating levels are defined as follows:

RATING	LEVEL	GENERAL DEFINITION
5	Substantially Exceeds Expectations	<u>Outstanding</u> performance; work is consistently expert and consistently exceeds results expected to a substantial degree of a competent student.
4	Exceeds Expectations	<u>Superior</u> performance; most work is characterized by significant accomplishments, consistently performs at a level above that expected of a competent student.
3	Meets Expectations	<u>Solid</u> performance; consistently achieves the results expected of a competent student.
2	Below Expectations	<u>Marginal</u> performance; most work is getting done but not at a level expected of a competent student. Improvement is required.
1	Substantially Below Expectations	<u>Unacceptable</u> performance; work is consistently below standards expected of a competent student. Substantial improvement is required.
NO	No Opportunity	<u>No Opportunity</u> presented to evaluate student on competency.

IV. Practice Behaviors and Outcome Measures

DIRECT PRACTICE

Rate the student’s level of performance in Direct Practice learning experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

5	4	3	2	1	NO No Opportunity
Outstanding	Superior	Solid	Marginal	Unacceptable	

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- ___ Student understood and was able to communicate to client systems his/her professional role in the agency.
- ___ Student appropriately accessed and utilized agency staff to accomplish assignments.
- ___ Student complied with agency protocol in advocating for client systems.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

- ___ Student integrated social work values, ethics and purpose in direct practice.

Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments

- ___ Student utilized effective interpersonal verbal and non-verbal communication skills, such as active and reflective listening, paraphrasing, summarizing, clarifying, questioning; body language, eye contact, awareness of personal space.
- ___ Student utilized appropriate, clear, accurate, and correct written communication in agency documentation of accountability and correspondence.

Competency 2.1.4—Engage diversity and difference in practice

- ___ Student interacted with client systems in a manner that conveyed appreciation and respect for client diversity, dignity and worth through utilizing client system strengths and resources.
- ___ Student assessed the impact of discrimination and oppression on his/her client systems and collaborated with the client to restore, maintain and enhance resources, and social functioning.

Competency 2.1.5—Advance human rights and social and economic justice

- ___ Student advocated for the elimination of discrimination and oppression impacting his/her client systems and collaborated with the client to restore, maintain and enhance resources and social functioning.
- ___ Student engaged in social work practice that advances social and economic justice for individuals, families, groups, and communities.

Competency 2.1.6 – Engage in research-informed practice and practice-informed research

- ___ Student documented the student/client activity utilizing case/progress notes, meetings, and summary recordings in compliance with agency guidelines to inform scientific inquiry.
- ___ Student utilized evidence-based practice that effectively informed his/her decision-making in assessment, intervention, and evaluation of client activities.

Competency 2.1.7 – Apply knowledge of human behavior and the social environment

- ___ Student assessed intrapersonal components of clients over the life span and integrated universal human needs in the client’s environment for intervention and evaluation.
- ___ Student consciously understood and utilized the context of the client’s environment that affected the problem solving process.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- ___ Student effectively interacted with social workers and other disciplines on behalf of client systems.
- ___ Student empowered clients to advocate for themselves.

Competency 2.1.9—Respond to contexts that shape practice

- ___ Student utilized the changing social, economic, and political trends to inform service delivery systems.
- ___ Student interacted with service populations (*i.e. urban, rural and suburban*) utilizing cultural factors and human dynamics to guide intervention, assessment, and evaluation.

Competency 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Competency 2.1.10(a) – Engage

- ___ Student prepared for initial contact with client by ensuring that his/her knowledge, skills, and values were in sync with his/her preliminary understanding of the client’s human conditions.
- ___ Student recognized ethical dilemmas that may exist in preparation for client interaction.
- ___ Student demonstrated use of empathy, respect, and worth and dignity of the client to facilitate the client’s sharing his/her human condition.

- ___ Student, in collaboration with clients, identified services to individuals, families, small groups, organizations, neighborhoods and/or communities in accordance with agency mission, goals, and quality assurance standards.
- ___ Student disseminated pertinent information to clients and staff in compliance with agency protocol.
- ___ Student linked client systems to appropriate resources based on client needs.

Competency 2.1.10(b)—Assessment

- ___ Student communicated with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and to collaboratively involve the client system in determining intervention strategies and goals.
- ___ Student conducted interviews that enabled the client to share his/her human condition and participated in identifying his/her support systems that can be utilized to implement the planned change process.
- ___ Student worked with client to identify a course of action which recognized the achievement and/or barriers to successful outcomes.
- ___ Student assessed client systems and client change utilizing the person-in-environment perspective.

Competency 2.1.10(c)—Intervention

- ___ Student engaged the client in the development of an appropriate and a mutually agreed-on intervention plan.
- ___ Student implemented collaborative intervention strategies that enhanced client social functioning utilizing referral sources when indicated.
- ___ Student utilized the client's human condition to facilitate change through negotiation, mediation and advocacy.
- ___ Student sought supervision, consultation and literature review to work with the client's goal achievement.
- ___ Student facilitated the client's development and maintenance of adaptive functioning that provided stability within their environment.
- ___ Student facilitated communication between client systems and agency to mediate misunderstandings/disagreements.
- ___ Student utilized a collaborative problem solving process with client systems toward their empowerment to meet their needs.

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

- ___ Student monitored and evaluated intervention strategies in collaboration with client systems.
- ___ Student utilized research skills to ensure best practices of evidence-based intervention.

___ Student facilitated termination and separation of the client-worker relationship by assessing the evaluation results.

___ Student developed strategies for feedback on client's maintaining adaptive functioning.

Please complete this section if your organization required additional practice behaviors/ outcome measures that are specific to the student and the agency.

Please comment on student's performance that contributed to the above 'direct practice' ratings.

SERVICE IMPACT

Rate the student’s level of performance in Service Impact learning experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.
- Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

Competency 2.1.5—Advance human rights and social and economic justice

- Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

Competency 2.1.6—Engage in research-informed practice and practice-informed research

- Student participated in activities toward program and service delivery development and enhancement.

Competency 2.1.7—Apply knowledge of human behavior and the social environment

- Student assessed agency services and programming within the context of agency mission, goals, accreditation standards, funding resources, and social policy and legislation.
- Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Student assessed agency services and programming within the context of agency mission, goals, accreditation standards, funding resources, and social policy and legislation.
- Student identified the strengths, limitations, gaps and duplications in agency programs and services.

- ___ Student identified agency and community policies and procedures that impact work culture and client services, and positively contributed to policy and procedure change.
- ___ Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

Competency 2.1.9—Respond to contexts that shape practice

- ___ Student identified the strengths, limitations, gaps and duplications in agency programs and services.
- ___ Student participated in activities toward program and service delivery development and enhancement.
- ___ Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.
- ___ Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.
- ___ Student identified agency and community policies and procedures that impact work culture and client services, and contributed to positive policy and procedure change.
- ___ Student complied with agency protocol in advocating for the agency.

Competency 2.1.10(c)—Intervention

- ___ Student complied with agency protocol in advocating for the agency.

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

- ___ Student worked collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness;
- ___ Student participated on work teams and committees to initiate changes in service delivery.

Please complete this section if your organization required additional practice behaviors/ outcome measures that are specific to the student and the agency.

Please comment on student's performance that contributed to the above 'service impact' ratings.

PROFESSIONAL LEARNING

Rate the student’s level of performance in Professional Learning’ learning’ experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

5	4	3	2	1	NO No Opportunity
Outstanding	Superior	Solid	Marginal	Unacceptable	

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- ___ Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.

- ___ Student discussed with Field Instructor assignments and tasks as avenues for professional growth.

- ___ Student made organized, complete, accurate and reflective case presentations.

- ___ Student interacted with other disciplines recognizing their mutual roles and expertise.

- ___ Student accepted and integrated into practice supervisory/consultative feedback.

- ___ Student took increasing responsibility for utilizing field instruction.

- ___ Student accepted accountability for his/her direct practice, service impact and professional learning.

- ___ Student took responsibility for accomplishing learning objectives and incremental assignments and tasks.

- ___ Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability;

- ___ Student adhered to and utilized field setting policies and procedures.

- ___ Student functioned in accordance with professional social work values and ethics.

- ___ Student modified his/her practice and agency activities based on balanced self-evaluation.

- ___ Student applied classroom learning to direct practice, service impact and professional learning.

- ___ Student effectively used personal management skills, such as time, stress, and anger management.

- Student effectively utilized agency experiences, positive or negative, as opportunities for development of professional self and learning.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

- Student distinguished personal values from professional social work values and ethics.
- Student functioned in accordance with professional social work values and ethics.
- Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.

Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments

- Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.
- Student made organized, complete, accurate and reflective case presentations.
- Student accepted accountability for his/her direct practice, service impact and professional learning.
- Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability.
- Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.
- Student applied classroom learning to direct practice, service impact and professional learning.

Competency 2.1.4 – Engage diversity and differences in practice

- Student recognized how social structure and cultural values may oppress, marginalize, and alienate some, while creating privilege and power for others.
- Student demonstrated sufficient self-awareness of the influence of personal biases and values in working with diverse groups.
- Student utilized insights to clients and consumers as areas of learning about the dimensions of diversity and themselves as learners.
- Student recognized and communicated the importance of difference in shaping life experiences.

Competency 2.1.7—Apply knowledge of human behavior and the social environment

- Student utilized the conceptual framework of the person in the environment in completing assessments and interventions.
- Student evaluated the interactions with client systems in the planned change process to ensure that the clients understand their role and responsibilities in contributing to their environments.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

_____ Student adhered to and utilized field setting policies and procedures.

Competency 2.1.9—Respond to contexts that shape practice

_____ Student utilized technology as presented in the field setting and understood its implications for social work practice.

Competency 2.1.10(c)—Intervention

_____ Student adhered to and utilized field setting policies and procedures.

Competency 2.1.10(d)—Evaluation

_____ Student accepted and integrated into practice supervisory/consultative feedback.

Please complete this section if your organization required additional practice behaviors/
outcome measures that are specific to the student and the agency.

Please comment on student's performance that contributed to the above 'professional
learning' ratings.

V. Assessment and Signature Page

OVERALL ASSESSMENT

Areas of Strength:

Areas for Development:

Please comment on the student's overall professional practice and specific areas of expertise:

RECOMMENDED GRADE _____

Field Instructor Comments: (Please use additional sheets as needed)

Student Comments: (Please use additional sheets as needed)

Required Signatures:

Field Instructor _____ Date _____

I have participated in and read this evaluation and I agree I disagree with its contents.

Student _____ Date _____

I have reviewed this evaluation and assign a grade of: _____

Faculty Liaison _____ Date _____

APPENDIX M: OTHER EVALUATION FORMS- WEB-BASED

Go to website: www.uakron.edu/socialwork <https://www.uakron.edu/socialwork/field-education/basw-info-forms.dot>

Other Field Evaluation Forms

- [Field Instructor Feedback on Faculty Liaison](#)
- [Field Instructor Feedback on Field Coordination](#)
- [Field Liaison Feedback on Field Agency](#)
- [Student Feedback on Faculty Liaison](#)
- [Student Feedback on Field Agency](#)
- [Student Feedback on Field Coordination](#)
- [Student Description of Agency](#)

APPENDIX N FIELD RESOLUTION FORM

Excerpt from BA/BASW Field Manual

First, as soon as the problem is identified, the student will bring it to the attention of the Field Instructor, or the Field Instructor will bring it to the attention of the student. Together the Field Instructor and the student will attempt to solve the problem.

Second, if the student and the Field Instructor are not able to resolve the problem to their mutual satisfaction, both parties will contact the faculty field liaison for consultation, a three-way meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the liaison should be in direct communication with both the student and Field Instructor within 3 business days and notify the Field Coordinator of the problem.

Third, if the problem is still not resolved, the Field Instructor, student and faculty liaison will delineate in writing using the **Field Resolution Form**

Each of the above parties will keep a copy of this plan for their reference. The faculty liaison will provide a copy of the written problem resolution plan to the Field Coordinator and student's Academic Advisor.

1. Provide a clear definition of the problem
2. The tasks to be performed to resolve the problem
3. The behavioral indicators of resolution
4. A specified time line for task completion
5. A plan for outcome evaluation

APPENDIX O ACCREDITATION

COUNCIL ON SOCIAL WORK EDUCATION <http://www.cswe.org/>

The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS:

http://www.cswe.org/accreditation/EPAS/EPAS_start.htm