

CLEVELAND STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

BACCALAUREATE SOCIAL WORK PROGRAM

FIELD EDUCATION MANUAL



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Introduction

Field instruction at the School of Social Work, Cleveland State University (CSU) is a vital component of the Social Work Program. It represents a collaborative relationship and cooperative effort among the University, School of Social Work faculty, students, and health and human service agencies. The Social Work Program relies upon and respects health and human services entities and social work professionals in the preparation of CSU's social work students for beginning generalist social work practice. In field education, students are provided the opportunity to apply social work knowledge, skills, values and ethics acquired from the classroom in a service delivery system.

Field Practicum provides students with a microcosm of the profession at work. It is in the field practicum that a student observes a group of seasoned professionals going about their various tasks. The field instructor models the attitudes, behaviors, knowledge, skills, values and ethics expected of the professional. The health and human services' programs reflect important social policies and issues; the analysis, implementation or changes of these policies are important aspect of the students learning. The operation and management of the agency provide important insights and understandings about the administration of social agencies. Taken together, the student's interaction with clients, the community, the field instructor and the agency as a whole comprises a comprehensive educational experience.

The Field Education Manual functions are the key to making the social work practicum a quality learning experience through the clarification of expectation. The Manual is developed and designed to clarify roles and expectations of Cleveland State University, School of Social Work faculty, agency personnel and the students. Its purpose is to provide answers to questions that faculty, field instructors and students may have about the structure and process of field education.

The philosophy, policies and procedures set forth in this manual attest to the importance of field education at Cleveland State University. It is our hope that it will serve as a guide to accomplishing the objectives of the Program, the mission of the School of Social Work and the University. The philosophy, policies and procedures set forth in this manual attest to the importance of field education at Cleveland State University. It is our hope that it will serve as a guide to accomplishing the objectives of the program, the mission of the School of Social Work and the University. As well, it is designed to assure that learning experiences will facilitate the student accomplishing program competencies and can demonstrate practice behaviors. The students are to enhance there knowledge, skills, values and ethics through this learning experience.

The History of the Social Work Department

The development of the School of Social Services grew out of an expressed need of the social services providers in the Greater Cleveland community. The department began with a baccalaureate program, established in the fall of 1967. The bases for this program were documented through a planning study. "A SOCIETY'S NEED...A UNIVERSITY'S DUTY" that was sanctioned with a grant provided to the university in 1966, by the School of Health, Education and Welfare, and the Vocational Rehabilitation Administration. Dr. Albert Cousins of the Sociology Department was designated as Planning Director.

During the 1960's many new social service programs were developed through federal initiatives, which required the need for trained personnel at the community level. Historically, individuals with bachelors' degrees without a social work concentration had delivered Social Service. The Federal Initiatives that focused on juvenile delinquency prevention and the war on poverty provided the opportunities for people at the community level (Grass Roots Level) to enter into the social work profession. It was this segment of the population and the hiring agencies that were eager for formal social work educational opportunities. Cleveland State University responded to their interest and need.

The program began in 1967-68, with two faculty members as part of the Sociology Department. Six Social Service courses were offered and required, two of which were Field Experiences. Social work interventions were taught with a methods focus: Social Services to individuals, groups, and community development. Students were expected to have had a strong liberal arts background, having completed such courses as psychology, sociology, economics, history, philosophy, and ethics. In 1970, the FIRST TWO INDIVIDUALS GRADUATED WITH A BACHELORS DEGREE IN SOCIAL SERVICES.

During the growth and development of the department in the 1970's, there was tremendous growth in student enrollment. Faculty in specialty areas such a health, mental health, child welfare, and corrections were added to the curriculum. More importantly, the social service curriculum was undergoing major revisions. Field instruction was of such value and concern that the School committed significant faculty resources to the field liaison function and to the development of field practicum sites. Consequently, well-rounded field experiences were developed in more than one hundred public and voluntary agencies in fields of practices such as corrections, family and child

welfare, health, mental health, community development and housing, community planning. These agencies collaborated with the School in preparation of social services majors to become competent generalist social work practitioners. An effective and lasting community/Department partnership was developed. It was during this time that the Social Service Department changed to The Social Work Department. In the winter quarter of 1974-75, the Council on Social Work Education performed the School's first accreditation review of its baccalaureate social service program. The department received a five-year accreditation, the longest possible, and a confirmation of the efforts to improve and expand the curriculum. One area identified for greater strengthening was the field education component. Even greater efforts were devoted to upgrading this component of the School.

As the department continued to make strides in its growth and development, the faculty began to explore and develop education at advanced levels. Therefore, the 1980's were rich with excitement around the possibilities of meeting the unique need for graduate level education in social work that addressed the demands of a pluralistic society in an urban setting with an open enrollment. Further, there were requests from baccalaureate students, alumni, and social service agencies in Northeastern Ohio for accessible and affordable graduate social work education. The Ohio Board of Regents approved the exploration of the development of a joint program with educational institutions in geographical proximity. In the late 1980's, the University of Akron and Cleveland State University began actively developing the Masters in Social Work (MSW) program. Collaborative planning for the master's program required a number of compromises and concessions. One of the most exciting outcomes was the decision to use distance-learning technology to deliver the courses in the MSW curriculum. The joint MSW program is a unique method of providing for the need for accessible and affordable graduate social work education in Northeastern Ohio. The Joint MSW Program was initially accredited in February of 1999.

The Programs continued milestone is evident in the department becoming the School of Social Work in the Fall Semester of 2005. Graduates of the baccalaureate Program now receive a BSW as opposed to a B.A. degree, beginning in the Spring Semester, 2007.

Creditably, the Cleveland State University School of Social Work's under girding philosophy is to work in partnership with the community of Northeastern Ohio to stay abreast of the social, economic, and political trends in society that will impact vulnerable populations. Frequently, these trends may alter the content of the curriculum. The community/School partnership has guided and directed the School since its origin through its growth and development, as well as pointed the way



of the future. The School of Social Work is looking forward to a great future of expanding its curriculum, offering unique approaches to learning, as well as creating further opportunities for research and educational development.

In this regard, the School of Social of Social Work has remained focused on and committed to its mission, ensuring that its goals and objectives carry out the mission and reflect throughout the course of study.

The Mission and Goals of the School of Social Work

Purposes, Goals and Objectives

The School of Social Work's mission and goals are the result of an ongoing assessment process that dictates the appropriate academic preparation for students to prepare themselves to effectively assume the roles of beginning level generalist social work practitioners in different fields of practice with diverse populations. This process involves reviewing the curriculum and staying abreast of social, political, economic and environmental trends that impact diverse populations and populations-at-risk.

“Our mission is to prepare and engage students in competent generalist social work practice that will promote health and human well-being, social and economic justice, and equality within a diverse learning environment. We are committed to generating research and scholarship that promote collaboration with lay and professional communities to ensure an effective quality of life for all people in Northeast Ohio, the State, and internationally.”

The School carries out its mission through **four major goals** that are designed to reflect the philosophy and purpose of the social work profession, the mission and goals of the university and the Council on Social Work Education Curriculum Policy Statement. They are:

1. Provide a coherent integrated curriculum within a diverse urban environment, grounded in an interdisciplinary liberal arts perspective that supports the professional foundation and exhibits student competency in social work knowledge, skills, values, and ethics.
2. Advocate for all policies to ensure social and economic justice and effective service delivery to all at risk and vulnerable populations, both locally and globally.
3. Establish linkages with public and private entities to improve health and human services that will enhance the quality of life for Northeast Ohio residents, and will maintain applied learning experiences for students.
4. Stay abreast of research that informs practice and prepares graduates to engage in scientific inquiry and life-long learning to ensure ongoing professional development and best practices.

Program and Sequence Competencies

The Program Competencies:

PC 1 (EP2.1.1) Practice professional use of self acquired through engaged learning of core knowledge, skills, and values that prepare students to use supervision and consultation to advocate for client services and commit themselves to lifelong learning.

PC 2 (EP2.1.2) Accept the value base of the social work profession and its ethical standards through understanding and incorporating the NASW code of ethics, and apply strategies in context of making ethical decisions.

PC 3 (EP2.1.3) Apply critical thinking in written and oral communication and professional judgments, displaying the ability to integrate information from multiple sources to examine a range of assessment, prevention, intervention, and evaluation models.

PC 4 (EP 2.1.4) Utilize critical consciousness in interacting with and engaging diverse populations and differences while recognizing the significance of oppression, alienation, and societal marginalization.

PC 5 (EP 2.1.5) Advocate for basic human rights and social and economic justice to achieve health and human services that will enhance the quality of life for all persons, through being knowledgeable of global oppression.

PC 6 (EP 2.1.6) Engage in practice that is informed by research to enhance evidence-based interventions, to evaluate their own practice, and to apply research findings to improve policy and social service delivery.

PC 7 (EP 2.1.7) Integrate knowledge of individual and family lifespan development in context with environmental resources to understand the client's human condition to effectively work with client systems in completing assessments, interventions, and evaluations.

PC 8 (EP 2.1.8) Develop an awareness of how the Ohio Revised Code, national and international laws frame social work practice, know how to formulate and analyze policies, and establish linkages with community stakeholders to advocate for effective health and human services.

PC 9 (EP 2.1.9) Respond proactively to the dynamic changes in social, economical, political, and environmental trends that create the context of clients systems and actively advance seamless and transparent service delivery through utilizing best practices.

PC 10 (EP 2.1.10 a) Prepare for initial client contact by integrating knowledge, skills, and values with preliminary understanding of client's human condition demonstrating empathy, respect, and worth and dignity of the client in order to facilitate the client sharing information.

PC 10 (EP 2.1.10 b) Utilize effective communication, observation, and knowledge, skills

and values to access client's strengths and limitations that will facilitate collecting, organizing, and interpreting data.

PC 10 (EP 2.1.10 c) Engage clients in the planned change process to implement interventions that will resolve problems and facilitate the clients developing and maintaining adaptive behaviors and provide stability in their environment.

PC 10 (EP 2.1.10 d) Monitor, analyze, and evaluate interventions to ensure the clients attaining both personal and organizational goals which includes follow-up to ensure their connecting with natural support systems.

Practice/Field Sequence - General Performance Expectations

Graduates of the School of Social Work Baccalaureate Program will be able to:

1. Apply an eclectic knowledge base, professional values, and a wide range of skills in working with client systems of all sizes, i.e. individuals, families, small groups, and larger societal units to facilitate their understanding of issues and concerns which impact their functioning and to empower them to seek change.
2. Provide interventions with diverse and vulnerable populations and populations-at-risk, representing a wide range of cultural groups such as ethnic, race, gender, sexual orientation, religion, socio-economic, age and disabilities.
3. Appreciate and effectively utilize their values and cultural heritage as a philosophical and cognitive underpinning as a premise for building relationships and advocating for and on behalf of people who are different from themselves.
4. Apply a planned change process in problem solving with all client systems that will empower the clients to utilize their strengths and resources in situations that inhabit them from reaching their potential.
5. Seek guidance from and collaborate with others in the community services network who can contribute to the understanding and solution of problems at hand, effecting linkages and sustaining collaboration.
6. Identify gaps in the services of their own agencies and in the community service network as these become apparent; and to accept responsibility for initiating and participating in change efforts, both in their own agencies and in the broader community.
7. Function under less than optimal conditions and in situations of ambiguity, while seeking to understand and improve their capability to cope.
8. Work within the profession and the community to promote social priorities and policies, which advance social and economic equality and justice that will improve the human condition.
9. Contribute to the continuing development of their own knowledge base and that of the profession through ongoing observation, inquiry, reflection, experience, formal and

informal study, and dialogue with their peers.

10. Demonstrate the knowledge of and be able to function within the framework of and in accordance with the NASW Code of Ethics.

Practice/Field Sequence Competencies

The Practice/Field Sequence includes both classroom and agency experiences. These competencies are designed to enable the student to:

1. Utilize an applied understanding of beginning generalist social work practice that integrates practice at the individual, family, group, organization, and community levels;
2. Demonstrate the ability to assess personal, agency, and community resources toward the achievement of goal oriented change;
3. Demonstrate the ability to evaluate the effectiveness of professional helping and problem-solving activities within and among systems;
4. Increase their capacity to draw upon a liberal arts perspective and the professional foundation for conducting assessments, interventions, termination, and evaluation;
5. Develop an awareness of the interaction among personal, professional, and societal values and ethics and understand how these interact to shape the quality and effectiveness of the planned change process;
6. Demonstrate sensitivity and commitment to vulnerable populations whose well-being and quality-of-life are at risk because of social and economic injustice.

NASW Code of Ethics

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation of decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and

responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence to develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. these standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are for aspiration. The extent to which each standard is enforceable is a matter of professional judgment exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

- 1.01. Commitment to clients
- 1.02. Self-Determination
- 1.03. Informed Consent
- 1.04. Competence
- 1.05. Cultural Competence and Social Diversity
- 1.06. Conflicts of Interest
- 1.07. Privacy and Confidentiality
- 1.08. Access to Records
- 1.09. Sexual Relationships
- 1.10. Physical Contact
- 1.11. Sexual Harassment
- 1.12. Derogatory Language
- 1.13. Payment for Services
- 1.14. Clients Who Lack Decision-Making Capacity
- 1.15. Interruption of Services
- 1.16. Termination of Services

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

- 2.01. Respect
- 2.02. Confidentiality
- 2.03. Interdisciplinary Collaboration
- 2.04. Disputes Involving Colleagues
- 2.05. Consultation
- 2.06. Referral for Services
- 2.07. Sexual Relationships
- 2.08. Sexual Harassment
- 2.09. Impairment of Colleagues
- 2.10. Incompetence of Colleagues
- 2.11. Unethical Conduct of Colleagues

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

- 3.01. Supervision and Consultation
- 3.02. Education and Training
- 3.03. Performance Evaluation
- 3.04. Client Records
- 3.05. Billing
- 3.06. Client Transfer
- 3.07. Administration
- 3.08. Continuing Education and Staff Development
- 3.09. Commitments to Employers
- 3.10. Labor-Management Disputes

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

- 4.01. Competence
- 4.02. Discrimination
- 4.03. Private Conduct
- 4.04. Dishonesty, Fraud, and Deception
- 4.05. Impairment
- 4.06. Misrepresentation



4.07. Solicitations

4.08. Acknowledging Credit

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01. Integrity of the Profession

5.02. Evaluation and Research

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01. Social Welfare

6.02. Public Participation

6.03. Public Emergencies

6.04. Social and Political Action



Policy Related to Field Education

All social work majors are required to complete a two-semester field placement in a human service agency. The student undertakes practice with supervision for a minimum of sixteen hours per week for two concurrent semesters.

Prior to entering Field Practicum, students shall have completed all general educational requirements for the College of Liberal Arts and Social Sciences, all prerequisite social work courses with the exception of SWK 305, and have a grade point average of 2.5. Students must have demonstrated competence in oral and written communication and the ability to do critical and reflective thinking.

In the Field Practicum, the student is expected to have mastered and be able to draw upon basic knowledge and skills in three general areas, which are:

1. Economic, political, and social institutions which underlie social problems and determine social welfare policies, programs, and services, and ways in which problems are defined and addressed;
2. Theoretical perspectives on human behavior, social processes, social change, and the life cycle which are pertinent to social service intervention;
3. Research methodology and critical understanding of evidence based practice, as well as ethical and political consideration inherent in research.

During the Practicum, the student is expected to develop and sharpen skills in observing, listening, and describing what is happening, analyzing and abstracting basic issues to be addressed, planning alternative interventions, selecting appropriate actions, and finally assessing the consequences of the intervention based upon core knowledge, skills, and values of the social work profession.. Since the School of Social Work's goal is to prepare students to become effective generalist social work practitioners, their knowledge, skills, and values development should be applicable to all vulnerable populations, ensuring that students are effective in working with diverse groups and enhance his/her core competencies and demonstrative practice behaviors.

The School of Social Work does **NOT** grant academic credit toward any life experiences. All students must complete 480 field practicum hours. Students normally complete 16 hours of field practicum per week during the Fall and Spring Semesters and 20 hours during the Summer Semester.



Applying for the Field Practicum Sequence

Students should plan for a three-semester flow of courses when entering the Practice/Field Sequence. A session titled Orientation to Field Practicum is held during the Basic Generalist Practice course (SWK 350), at which time the Field Application is given to the students. The Application must be completed per the directions on the form. Applications can be obtained from the School of Social Work located in the Chester Building.

A completed application for Field Practicum will contain the basic data requested on the form, a current transcript, and an extended statement detailing the student's interests in practice, past experiences, future expectations, and identified learning needs. The completed application should be returned to the Field Coordinator or the Assistant in compliance with the designated instructions.

The Field Coordinator will arrange individual interviews with each student to discuss interests, clarify objectives, and arrange for placement interviews. Several weeks later, the student is given the name of the potential agency and field instructor and is expected to arrange a personal interview at the agency. Both the student and agency have options to refuse the placement. However, when an educational agreement is reached, both field instructor and student communicate acceptance to the Field Coordinator. Students are not sent to agencies in competition with one another. Agencies accept students according to availability of field instructors and appropriate practice experience.

Students wishing to have a placement in an agency not previously utilized by the School should communicate that interest to the Field Coordinator well before the anticipated starting date in order to allow sufficient time for the finalization of the necessary contractual agreements. It is the responsibility of the School through the Field Education Coordinator to assess the agency's interest and capacity to provide social work practice experiences for a student. This usually means a qualified MSW Field Instructor or appropriate School supervision where no qualified agency instructor is available.

Once an agreement has been reached, a letter of agreement including beginning and terminating dates, special arrangements, and mutual expectations is sent to the field instructor. The student receives a copy and a copy is placed in the student's Field Placement file.



Procedures for Selecting a Field Placement

- A. The student submits an application with personal statement, and transcript to the field office during the semester preceding placement. All social work prerequisites shall have been completed satisfactorily. A 2.5 grade point average (GPA) in the core social work courses shall have been achieved.
- B. The Field Coordinator validates comments/information on student's interest and readiness for field practice from faculty advisors, social work course instructors, and University records.
- C. The student must attend Orientation to Field during the Basic Generalist Practice course (SWK 350).
- D. The student has a one-half-hour to one-hour placement conference with the Field Coordinator to discuss specific interests, limitations, and possible agencies. After the Coordinator has assessed the student's readiness, the student will be given the name of the potential field agency and field instructor.
- E. As soon as possible, the student sets up an interview with the field instructor, visits agency, presents vita, and interviews for placement. Both student and/or agency have the option for a refusal.
- F. When both parties agree, the student and the field instructor should notify the Field Coordinator immediately; the Field Coordinator sends a confirming letter to the field instructor, the student, and a copy is placed in the student's Field Placement file.
- G. The student is encouraged to maintain contact with agency, to arrange a starting date, and to plan time with field instructor to read orientation materials.
- H. In the event that either student or agency declines the placement, the Field Coordinator should be notified immediately; another field agency will be suggested, and the process as above repeats itself.



Criteria Used for Selection and Ongoing Assessment of Agencies for Field Instruction

The criteria for selection and ongoing assessment of agencies for field instruction is based upon recognition of the important component that field practice plays in professional education and what the agency contributes to the student's learning. The School's belief is that the field practicums are the process of professionally socializing social work majors to perform the role of practitioners. This is the process in which students are expected to connect and integrate theory and practice. Consequently, it is vital that the selection of experiential learning is systematically designed, supervised, coordinated and based on criteria by which students demonstrate the achievement of program competencies.

This criterion is operationalized through assessing the following components:

A. AGENCY

1. The board of trustees (or other legally constituted bodies) and agency executive see social work education as a part of the total agency program which they are willing to support. Such support includes recognition of the time demands of the teaching role of the field instructor, as well as the demand on appropriate administrative personnel in the agency. The agency agrees that the Field Instructor must provide to the student a minimum of one hour per week supervision plus attendance at field instructor meetings. This process allows for ample time to monitor the student's performance as well as focus the student's attention of understanding generalist social work practice.
2. The service program of the agency provides appropriate learning experiences for students. These should provide variety in terms of clients' gender, age groups, social class, presenting problems, skills, sexual orientation, and intervention techniques. The Program provides an array of services in which students participate that is designed to enhance their knowledge, skills, and values in generalist social work practice.

B. FIELD INSTRUCTOR

1. Is expected to have a MSW from an accredited program of social work education. Exceptions are made on an individual basis dependent upon agency learning opportunities. In the situation where exceptions are made, a faculty member will perform this role and facilitate the agency's task supervisor's ability and capacity to provide experiential learning.



2. Has a grasp of knowledge, skills, and values essential for competent practice sufficiently integrated so that the field instructor no longer requires close supervision in his/her practice (a minimum of three years experience preferred).
3. Shows evidence of the capacity to conceptualize and transmit knowledge, and a desire to teach as indicated in the interview with the Field Coordinator.
4. Shows breadth and variety of experiences within the agency or in other types of agencies which can be utilized to identify learning opportunities to enhance the student's knowledge of agency and community structure, policy, and planning.
5. Demonstrates interest in keeping up with new developments in the profession.
6. Demonstrates readiness to invest in becoming an ongoing field instructor.
 - a. The ability to use authority constructively.
 - b. The ability to meet the student's dependency needs within the educational context in ways which permit the student to express differences, to try innovations, to deal with conflict, to develop self-awareness including awareness of his strengths and limitations, and ability to use himself/herself purposefully and productively in generalist social work practice.
 - c. The ability to hold the student to expectations of performance as set forth by the agency and the School.
 - d. The ability to teach, to conceptualize, and to generalize the student's field assignments and to communicate the "why" of professional performance.
 - e. In addition, a field instructor should recognize that there is also a body of knowledge to be acquired in relation to the educational role in order to understand the learner and the professional learning process; to know what to select to teach, and how to teach it; to identify problems and to provide help appropriate to the educational situation; to appraise progress in relation to educational goals and the stage of the student's learning.
 - f. Readiness to work collaboratively with the School to foster sound professional education.
 - g. Readiness to safeguard time for field instruction including individual and group conferences with students, preparation for conferences, preparation of evaluation' of students' progress; conferences with faculty liaison; participation in school-sponsored meetings for field instructors.



Field at Place of Employment

In the event that a student must complete their field practicum under circumstances that require the students to maintain full time employment, an alternative arrangement is made for the student to complete field at his/her place of employment. The requirements for this type of field placement are the same as those for all other placements. Field placement at a student's employment site or a field placement paying a stipend must follow the following process:

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 Field Manual (Please see Appendix F in the Field Education Manual).
3. The field instructor and employment supervisor must be different.
4. The field instructor must have an MSW with two years post-masters experience, and one year with the agency.
5. The field assignments must be educationally focused, be considered new learning, and be different from employment activity.
6. In the event that, during field, a student is hired by the field agency, he/she will also need to complete a Field at Placement 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. In the event that 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 practicum.
8. In the event, 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 School.

The Program established these procedures to ensure a quality learning experience is always maintained. The field experiences always maintain the students' developing competencies in generalist social work practice.



Statement of Understanding

The School of Social Work (hereinafter referred to as the School) conducts an educational program in social work.

The School has developed and designed a course of study that prepares social work majors to become competent generalist social work practitioners. The core requirements are a liberal arts foundation, explanatory theories for social work, and the practice sequence courses, which include:

SWK 350 Basic Generalist Practice

SWK 385 Interventions I

SWK 390 Field Practicum

SWK 395 Field Seminar I

-And-

SWK 485 Interventions II

SWK 490 Field Practicum II

SWK 495 Field Seminar II

Students are required to obtain a grade of B or better in the above courses.

One of the primary components of the curriculum is acquiring experiential learning to enhance the students' knowledge, skills, and values.

Included are requirements for Field Education of students through Practicum I and II (SWK 390 and SWK 490) obtained through placement within operating social service organizations and departments (hereinafter referred to as the Agency).

In consideration of the previous mutual understanding, the Agency and the School agree as follows:

A. General Information

1. The number of students, their general assignments and learning experiences, and the scheduling of their education at the agency shall be determined by mutual agreement between the School's Field Education Coordinator and the agency.
2. It is agreed by both parties that there shall be no unlawful discrimination in field placement based on race, religion, sexual orientation, gender, age or national origin.
3. While at the agency, the student will abide by the rules, regulations and procedures of the agency. The field instructor



shall take responsibility for informing the students about and facilitating their understanding of the rules.

4. The agency is under no obligation to pay students for their services, except as stated in Cleveland State University Department of Social Work Responsibilities of Infield Education (Appendix D).
5. The School may refer to the affiliation with the agency in the University Catalogue and in other public information materials regarding the university's programs. The agency may refer to its affiliation with the School and the university in agency brochures and other public information materials.
6. Where required by the agency, the student will obtain liability coverage.

B. School Obligations

1. The School will assign a member of the faculty as liaison to the agency in order to collaborate in planning educational content, to participate in periodic review of students' progress and in modification of assignments, to take part in selection and development of student assignments consistent with the educational goals, to consult on the evaluation of student learning and performance, to participate in the evaluation, and to assign the students' grade.
2. The Field Coordinator, after review of student's field practicum application and interview, will refer prospective students to the agency for interviews prior to the starting date for field placement. Applications and interviews indicate the suitability of an agency for a student's educational needs.
3. The School will refer to the agency only those students who have satisfactorily completed the prerequisite portion of the social work curriculum.
4. The School will supply to the agency field instructor student evaluation guides and other pertinent information and forms.
5. The students will work at the agency for the agreed upon number of hours per week of the two-semester period. A minimum of sixteen clock hours per week for fifteen weeks for the first semester and sixteen hours per week for fifteen weeks for the second semester. Total field hours must be a minimum of 480 clock hours. Absences and lost time should be satisfied within the semester, and may be scheduled during the final exam week at the convenience of agency and student. Both the field instructor and faculty liaison must approve other arrangements.

SCHOOL of SOCIAL WORK

6. The School shall arrange regular planning, educational and evaluation meetings with field instructors. Field instructors shall be eligible to attend departmental colloquia.
7. The field instructors who are new to the Program are given an orientation to the expectations and guidelines for working with students. These sessions are provided by the faculty and members of the Field Education Committee. The agenda for learning and orientation sessions includes subject matter content such as orientating the student to the agency; involving agency protocol, policies, and procedures; facilitating the field instructor's capacity and ability to provide experiential education; helping the field instructor to process the students' apprehension and hesitancy in experiential learning; monitoring the students progress in their learning and evaluating the students' progress. The field instructors gain information of how students work through the stages of the learning process. Those field instructors who have worked with the School of Social Work previously, have opportunities to attend training sessions such as supervision and using library resources. All field instructors may attend Field Convocation on current topics impacting Northeast Ohio. These learning activities provide continuing education units

C. Agency Obligations

1. The agency shall appoint a person as field instructor who meets the requirements of the School for provision of field instruction. The agency shall assure that the field instructor has sufficient time to provide good field instruction and guidance to the student. The field instructor shall submit in writing to the School his/her vita and an application for field instruction.
2. The agency field instructor shall provide and individualize student assignments within the agency appropriate to the educational needs and skill level of the student, consumer or client needs and agency purposes. The learning activities should include but not limited to the following:
 - a. Orientation to the Agency, its purposes, legal bases and sanctions, sources of funding, major programs and services.
 - b. Orientation to the Field of service or problem area mandated to agency services including consumer-client population characteristics, interests, and needs.
 - c. Specific service assignments appropriate to client needs and agency purposes, which require student growth.



- d. Guided readings of appropriate practice and research literature.
 - e. Participation in group/staff meetings and training sessions, policy formulation or review as in board committees and board meetings, and in professional and community meetings as appropriate.
 - f. Participation in regular individual and/or group learning and assessment sessions with the field instructor and a final formal review and evaluation conference.
3. The agency shall provide adequate workspace including the use of a telephone and other equipment necessary to facilitate the student's practice, commensurate with usual agency practice.
 4. Program expenses (mileage, meals) incurred by the student and approved by the agency, in performing agency service, should be reimbursed through usual agency regulations and procedures.
 5. The agency field instructor will maintain sufficient records of student assignments and performance in practice to make evaluations of their progress as required by the School, on forms to be supplied by the School. (Consisting of the minimum of a job description and statement of student learning objectives.)
 6. Prior to the mid-semester (before the eighth week) of the Practicum, the field instructor shall assess the performance of each student. Any student whose performance at that time suggests that he/she may fail the Practicum should be called to the attention of the faculty liaison and the coordinator of field education. Plans for special help shall be made with the student, field instructor, and faculty liaison.

If at any time student progress and the passing of the Field Practicum are in serious question, the field instructor should communicate this concern to the faculty liaison immediately.

7. The agency may request the School to withdraw any student from the agency placement whose performance has been evaluated as detrimental to services to consumer-clients and/or to the effective functioning of the agency. Field instructors are to provide written documentation regarding student performance issues.



APPENDICES



Student Name: _____

CSU ID#: _____

Appendix A

Social Work Requirements

Bachelor in Social Work (BSW) Major

Prerequisites

One (1) of the following Human Biology courses is a prerequisite for SWK 302 and SWK 303:

- | | | Semester/Year Taken |
|--------------------------------|--|---------------------|
| <input type="checkbox"/> _____ | BIO 102 HUMAN GENETICS, REPRODUCTION, & DEVELOPMENT (includes 1 hour lab) | 4 crs _____ |
| | ~OR~ | |
| <input type="checkbox"/> _____ | BIO 106 HUMAN BIOLOGY IN HEALTH & DISEASE (includes 1 hour lab) | 4 crs _____ |

There may be other CSU Biology courses and/or transfer courses from colleges & Universities that fulfill the above requirement. Review and approval must be obtained from the School of Social Work.

The following courses are prerequisites for SWK 300:

- | | | |
|--------------------------------|---|-------------|
| <input type="checkbox"/> _____ | PSC 111 AMERICAN GOVERNMENT | 4 crs _____ |
| <input type="checkbox"/> _____ | PSY 101 INTRODUCTION TO PSYCHOLOGY (for SWK Majors Fall 2009 or later) | 4 crs _____ |
| <input type="checkbox"/> _____ | SOC 101 INTRODUCTION TO SOCIOLOGY (for SWK Majors Fall 2009 or later) | 3 crs _____ |

Completion of the following course at the time of application to the Social Work Major:

- | | | |
|--------------------------------|--|-------------|
| <input type="checkbox"/> _____ | SWK 200 INTRODUCTION TO SOCIAL WORK | 3 crs _____ |
|--------------------------------|--|-------------|

THE SOCIAL WORK MAJOR

All declared Social Work Majors must complete the following courses:

Junior Year

- | | | | Semester/Year Taken |
|--------------------------------|--|----------------------------|---------------------|
| <input type="checkbox"/> _____ | SWK 201 CONTEMPORARY SOCIAL WELFARE | (prerequisite for SWK 300) | 3 crs _____ |
| <input type="checkbox"/> _____ | SWK 300 SOCIAL WELFARE POLICY AND SERVICE | | 3 crs _____ |
| <input type="checkbox"/> _____ | SWK 302 HUMAN BEHAVIOR & SOCIAL ENVIRONMENT - MICRO | | 3 crs _____ |
| <input type="checkbox"/> _____ | SWK 303 HUMAN BEHAVIOR & SOCIAL ENVIRONMENT - MACRO | | 3 crs _____ |
| <input type="checkbox"/> _____ | SWK 304 PERSPECTIVES ON SOCIAL WORK RESEARCH I | (prerequisite for SWK 305) | 3 crs _____ |
| <input type="checkbox"/> _____ | SWK 305 PERSPECTIVES ON SOCIAL WORK RESEARCH II | | 3 crs _____ |

TAKEN AFTER SWK 200, 201, 300, 302, & 303 ARE COMPLETED

- | | | | |
|--------------------------------|--|----------------------------|-------------|
| <input type="checkbox"/> _____ | SWK 350 BASIC GENERALIST PRACTICE | (prerequisite for SWK 385) | 3 crs _____ |
|--------------------------------|--|----------------------------|-------------|

SWK 350 (Basic Generalist Practice) must be successfully completed with a letter grade of B or higher prior to enrollment in the first interventions sequence (SWK 385, 390, 395)

Senior Year

First Semester (Sequence I)

- | | | | Semester/Year Taken |
|--------------------------------|----------------------------------|-----------------------------|---------------------|
| <input type="checkbox"/> _____ | SWK 385 INTERVENTIONS I | (SWK 350 is a prerequisite) | 4 crs _____ |
| <input type="checkbox"/> _____ | SWK 390 FIELD PRACTICUM I | (minimum 16 hours per week) | 6 crs _____ |
| <input type="checkbox"/> _____ | SWK 395 FIELD SEMINAR I | | 2 crs _____ |

All Practice Sequence I courses must be taken concurrently.

Second Semester (Sequence II)

- | | | | |
|--------------------------------|-----------------------------------|-----------------------------|-------------|
| <input type="checkbox"/> _____ | SWK 485 INTERVENTIONS II | | 4 crs _____ |
| <input type="checkbox"/> _____ | SWK 490 FIELD PRACTICUM II | (minimum 16 hours per week) | 6 crs _____ |
| <input type="checkbox"/> _____ | SWK 495 FIELD SEMINAR II | | 2 crs _____ |

All Practice Sequence II courses must be taken concurrently.

Students must achieve a grade of B (3.0) or higher in all Intervention courses, in all Field Practicums, and in all Field Seminars. Social Work Majors must maintain an overall grade point average of 2.2.

Faculty Advisor: _____

Date: _____

(revised 12/6/10)



□ _____ SWK 495 FIELD SEMINAR II 2 crs _____

All Practice Sequence II courses must be taken concurrently.

Related Areas in Social and Behavioral Sciences for Social Work Majors (BSW)

Education Curriculum and Foundations			
EDB	250	Politics of Black Education	(4-0-4)
Health Care Administration			
HCA	301	The American Health Care System	(3-0-3)
Nursing			
NUR	250	Health Problems of African Americans and Other Minorities	(4-0-4)
Philosophy			
PHL	211	Morals and Rights	(4-0-4)
PHL	252	Philosophy and Black Social Thought	(4-0-4)
PHL	253	Philosophy of Feminism	(4-0-4)
PHL	311	Ethics	(4-0-4)
PHL	351	Social and Political Philosophy	(4-0-4)
PHL	440	Moral Reasoning and Bioethics	(4-0-4)
PHL	442	Policy Issues in Bioethics	(4-0-4)
PHL	453	Social, Political, and Legal Philosophy	(4-0-4)
Religious Studies			
REL	249	Current Moral Issues	(3-0-3)
REL	250	Stages of Life	(3-0-3)
REL	251	Perspectives on Death and Dying	(3-0-3)
REL	355	Religion after Freud and Jung	(3-0-3)
Speech and Hearing			
SPH	251	American Sign Language I	(4-0-4)
SPH	252	American Sign Language II	(4-0-4)
SPH	438	Seminar in Urban Language Patterns	(3-0-3)
Urban Studies			
UST	200	Introduction to Urban Studies	(3-0-3)
UST	301	Urban Spatial Systems	(4-0-4)
UST	302	Contemporary Urban Problems	(4-0-4)
UST	458	Urban Policy	(4-0-4)
Women's Studies			
WST	151	Introduction to Women's Studies	(4-0-4)

*** These related-field courses shall be selected through advising only. Please see your social work academic advisor before registering for these classes.**



Appendix B

**Cleveland State University School of Social Work
 FIELD PRACTICUM I and II
 SWK 390 - SWK 490**

Semester	Field Coordinator's Name
	Office Phone
	E-Mail
	Office Location
	Office Hours

I. Course Description:

Field Practicum (SWK 390 and 490) is an essential component in the Practice/Field Sequence which must be taken concurrently with (SWK 385), Interventions I and (SWK 395) Field Seminar I, as well as Interventions II (SWK 485) and Field Seminar (SWK 495).

The Field Practicum experience is developed and designed to integrate the theoretical knowledge and skills learned in the classroom with experiential learning gained through its application in an array of social services settings. The students will obtain supervised practice experience in which they can apply the knowledge, skills, values and ethics that they bring to practicum to enhance the well-being of people and work toward the amelioration of environmental conditions that affect people adversely. As well, as the students apply their learning through practice, develop and maintain professional autonomy, they continue to learn and be a provider of social work practice.

This course assumes that students have a basic understanding of the nature, purpose and values of social work, as well as the generalist foundation of practice. Field Practicum builds upon that acquired knowledge and provides the students with principles of practice in working with individuals, families, small groups, organizations, communities, and institutions.

Students must complete a minimum of 16 clock hours per week for 15 weeks for SWK 390 Field Practicum I and 16 clock hours per week for 15 weeks for SWK 490 Field Practicum II. A minimum 480 clock hours is required for the total field experience.

Summer semester hours for SWK 390 Field Practicum I or SWK 490 Field Practicum II are 20 hours per week for 12 weeks.

Course Prerequisite: Students shall complete all Social Work Core courses and must be in their year junior year, having attained a 2.5 grade point average prior to their being accepted in Field Practicum.

II. School of Social Work Mission:

Our mission is to prepare and engage students in competent generalist social work practice that will promote health and human well-being, social and economic justice, and equality within a diverse learning environment. We are committed to generating research and scholarship that

promote collaboration with lay and professional communities to ensure an effective quality of life for all people in Northeast Ohio, the State, and internationally.

III. School of Social Work Program Goals:

1. Provide a coherent integrated curriculum within a diverse urban environment, grounded in an interdisciplinary liberal arts perspective that supports the professional foundation and exhibits student competency in social work knowledge, skills, values, and ethics.
2. Advocate for all policies to ensure social and economic justice and effective service delivery to all at risk and vulnerable populations, both locally and globally.
3. Establish linkages with public and private entities to improve health and human services that will enhance the quality of life for Northeast Ohio residents, and will maintain applied learning experiences for students.
4. Stay abreast of research that informs practice and prepares graduates to engage in scientific inquiry and life-long learning to ensure ongoing professional development and best practices.

IV. Program Competencies:

PC 1 (EP 2.1.1) Practice professional use of self acquired through engaged learning of core knowledge, skills, and values that prepare students to use supervision and consultation to advocate for client services and commit themselves to lifelong learning.

PC 2 (EP 2.1.2) Accept the value base of the social work profession and its ethical standards through understanding and incorporating the NASW code of ethics, and apply strategies in context of making ethical decisions.

PC 3 (EP 2.1.3) Apply critical thinking in written and oral communication and professional judgments, displaying the ability to integrate information from multiple sources to examine a range of assessment, prevention, intervention, and evaluation models.

PC 4 (EP 2.1.4) Utilize critical consciousness in interacting with and engaging diverse populations and differences while recognizing the significance of oppression, alienation, and societal marginalization.

PC 5 (EP 2.1.5) Advocate for basic human rights and social and economic justice to achieve health and human services that will enhance the quality of life for all persons, through being knowledgeable of global oppression.

PC 6 (EP 2.1.6) Engage in practice that is informed by research to enhance evidence-based interventions, to evaluate their own practice, and to apply research findings to improve policy and social service delivery.

PC 7 (EP 2.1.7) Integrate knowledge of individual and family lifespan development in context with environmental resources to understand the client's human condition to effectively work with client systems in completing assessments, interventions, and evaluations.

PC 8 (EP 2.1.8) Develop an awareness of how the Ohio Revised Code, national and international laws frame social work practice, know how to formulate and analyze policies, and establish linkages with community stakeholders to advocate for effective health and human services.

PC 9 (EP 2.1.9) Respond proactively to the dynamic changes in social, economical, political, and environmental trends that create the context of clients systems and actively advance seamless and transparent service delivery through utilizing best practices.

PC 10 (EP 2.1.10 a) Prepare for initial client contact by integrating knowledge, skills, and values with preliminary understanding of client's human condition demonstrating empathy, respect, and worth and dignity of the client in order to facilitate the client sharing information.

PC 10 (EP 2.1.10 b) Utilize effective communication, observation, and knowledge, skills and values to access client's strengths and limitations that will facilitate collecting, organizing, and interpreting data.

PC 10 (EP 2.1.10 c) Engage clients in the planned change process to implement interventions that will resolve problems and facilitate the clients developing and maintaining adaptive behaviors and provide stability in their environment.

PC 10 (EP 2.1.10 d) Monitor, analyze, and evaluate interventions to ensure the clients attaining both personal and organizational goals which includes follow-up to ensure their connecting with natural support systems.

V. Sequence Competencies (SCs):

The practice/Field Sequence includes both classroom and agency experiences. These competencies are designed to enable the student to:

1. Utilize an applied understanding of beginning generalist social work practice that integrates practice at the individual, family, group, organization, and community levels;
2. Demonstrate the ability to assess personal, agency, and community resources toward the achievement of goal oriented change;
3. Demonstrate the ability to evaluate the effectiveness of professional helping and problem-solving activities within and among systems;
4. Increase their capacity to draw upon a liberal arts perspective and the professional foundation for conducting assessments, interventions, termination, and evaluation;

5. Develop an awareness of the interaction among personal, professional, and societal values and ethics and understand how these interact to shape the quality and effectiveness of the planned change process;
6. Demonstrate sensitivity and commitment to vulnerable populations whose well-being and quality-of-life are at risk because of social and economic injustice.

VI. Course Competencies:

The field practicum is designed to provide experiential learning that will help the students to:

- A. Develop competency in generalist social work practice with systems of all sizes by enhancing their knowledge base through application of the theoretical conceptions, developing necessary practice skills, and heighten their affective development;
- B. Embrace and analyze social work values and ethics in light of their own, in order to minimize ethical dilemmas in their interaction with clients, colleagues as well as their working within the framework of agency policies and procedures in the provision of client service;
- C. Demonstrate knowledge skills in working with client systems to complete assessments, develop intervention strategies;
- D. Demonstrate the ability and capacity to effectively interact with agency personnel to appropriately carry out the agency's policies, procedures, and guidelines for client intervention, community involvement;
- E. Develop knowledge, skills and values in interaction and translation with community agencies, institutions, legislative entities and "Grass Roots" organizations.

VII. Practice Behaviors:

1. Demonstrate awareness of professional self in achieving the purpose of social work and client goals; Seek supervision to recognize and gauge the impact of the professional self on client relationships (PC 1);
2. Differentiate personal and professional values in making ethical decisions while working through the ambiguity of clients' human condition; Acknowledge ethical moments, recognize ethical issues, and identify and work through ethical dilemmas with clients, agency co-workers, and the professional community (PC 2);
3. Utilize oral, written and nonverbal communication skills to effectively and appropriately share information within context of the audience; Demonstrate humility, integrity, perseverance, empathy, and self-discipline in processing information (PC 3);
4. Demonstrate self-awareness and acceptance of his/her own culture that under girds learning of other cultures; Assess the impact that policies at all levels and social, economic, and environmental trends, may have on the marginalization of diverse populations (PC 4);
5. Provide leadership for groups to gain insight in oppression and discrimination and advocate effectively for human rights and social and economic justice (PC 5);



6. Utilize qualitative and quantitative research results to select appropriate assessment and intervention modalities within the context of the clients' environment; Demonstrate a skill set in documenting case materials to reflect changes in the client's behavior/functioning (PC 6);
7. Interpret and apply complex bio-psychosocial assessments in context with clients' situation to support intervention decisions; Recognize and support the group as a social system that helps each individual member to maintain adaptive functioning (PC 7);
8. Apply policy practice skills to effectively address the health and human needs of at risk populations (PC 8);
9. Utilize all levels of the media and community forums to stay abreast of political, economic, social, and environmental trends that impact client services; Support activities to ensure sustainable changes in delivery of health and human services (PC 9);
10. Determine with clients a mutually agreed-on focus of work and outcome; Demonstrate readiness to interact with small and large client systems in a purposeful problem solving process; Ensure that the client is clear about the purpose of the interview in assessment and intervention and the ongoing combined nature of both; Utilize effectively the Basic Verbal Following Skills in interviewing clients to obtain and interpret information for assessments and interventions; Implement intervention strategies that will enhance the clients' problem solving ability in order to develop and maintain adaptive functioning; Determine the clients' readiness to terminate the client/worker relationship and connect the client with supportive networks (PC 10 a-d).

VIII. Required Texts: Not applicable

IX. Recommended Readings: As assigned by Field Instructor

X. Student Evaluation:

By the end of the Field Practicum, the student will be able to:

- A. Demonstrate the ability to function as a competent beginning generalist social work practitioner with systems of all sizes in various roles;
- B. Demonstrate a clear understanding of and commitment to NASW Code of Ethics, as well as all Social Work values and ethics, in addition to being able to understand the relevance of society's values and their own values in working with clients;
- C. Demonstrate knowledge, skills, and values to effectively use beginning level intervention strategies, case management, and research techniques in a variety of settings;
- D. Utilize an array of community resources for client referral such as health and human service organizations, educational institutions, churches, and government entities.



Practicum Experience

A. Practice Area Assignment which;

1. Develop the student's assessment abilities
2. Develop the student's interviewing skills
3. Develop the student's case management skills
4. Develop the student's abilities to practice social work with groups
5. Develop the student's crisis intervention skills and techniques
6. Develop the student's abilities to practice social work with families
7. Help the student acquire individual, group, and community advocacy skills
8. Help the student learn proper documentation and professional writing skills; (for example, students should know how to properly record information in client records)
9. Require that the student demonstrates the ability to work independently, as well as with others in carrying out professional tasks
10. Assist the student in learning proper referral skills and techniques
11. Assist the student in developing interpersonal and human relation skills

B. Management, Policy and Administrative Assignments which;

1. Orient the student to the field agency
2. Help the student in understanding the field agency's formal and informal internal structure and networks
3. Help the student in understanding the agency's external formal and informal structures and networks
4. Promote the student's understanding of major agency policy issues and concerns
5. Increase the student's awareness and understanding of how the agency is funded
6. Encourage the student to take a broader look at the environment under which the agencies operate, i.e., trends in government policy and funding
7. Encourage the student to learn how the field agency fits into the scheme of overall delivery of services
8. Assist the student in participating in agency renewal

C. Research Assignments which;

1. Assist the student in developing problem identification and problem solving skills
2. Assist the student in formulating relevant research questions
3. Assist the student in developing an understanding of the research pro.. development process

4. Assist the student in learning proper protocol, i.e., use of confidential test results
5. Assist the student in learning how to apply research results to their work i.e., research relevant to agency and professional mission

D. Professional Development Assignments which;

1. Encourage the student to participate (via memberships) in such Social Work organizations as the National Association of Social Workers, National Association of Black Social Workers, etc.
2. Encourage the student to participate in agency conferences and educational events
3. Encourage the student to learn more about their interest area and profession
4. Assist the student's understanding of the effect of certification issues in their chosen practice areas
5. Assist the student in developing an understanding of Social Work values and ethics

Grading

The foundation upon which students receive a field grade should be a learning contract agreed upon by the student field instructor and faculty liaison. The skill with which the student performs contracted assignments listed earlier should play a major role in determining the student's ultimate field grade. In accordance with our Field Education policy, field instructors make grade recommendations to the faculty liaison who has final responsibility for assigning the field grade.

XI. Student Expectations:

- Students are expected to complete a Student Learning Contract and participate in the Student Evaluation;
- Students will be prepared for one hour per week supervision with a written agenda;
- Students are expected to comply with agency protocol relative to demeanor, dress code, and contacts with clients, colleagues, and agency administration;
- Students are expected to apply and integrate theoretical course material in their experiential learning.

XII. Course Outline: Not applicable.

**SUGGESTIONS FOR FIELD INSTRUCTORS
WORKING WITH CSU STUDENTS**

1. ORIENTATION OF THE STUDENT TO THE AGENCY, SETTING AND STAFF

- A. Clarify the organizational structure for the student's benefit.
- B. Clarify accountability issues - supervisory style - field teaching method.
- C. When are staff meetings scheduled? Are students expected to attend and participate?
- D. Mutually agreed upon weekly time periods for the field instructor-student conference (one hour minimum per week).
- E. A student practicum (work) schedule should be developed to include a minimum of 16 hours per week (unless some modified schedule is agreed upon by the field instructor, student and faculty liaison).

2. GOALS/OBJECTIVES/EVALUATION

- A. Clarify the goals and objectives of the agency and the intentions related to client contact.
- B. Jointly review the School of Social Work's practicum evaluation form - the instrument to be used at the end of each term to assess progress.
- C. Discuss with the student particular skills that she/he desires to learn while involved in practicum (i.e., interviewing; general interpersonal skills; program planning skills; etc.).
- D. Discuss with the student various experiences, projects, programs or units within the agency network that may provide professional exposure and/or learning.

3. GENERAL EXPECTATIONS

- A. The student must be allowed to have contact with clients, client groups or client systems.
- B. The student is expected to be given learning assignments consistent with the normal work for a "beginning level" social work practitioner.
- C. The focus is on learning rather than quantity of clients seen/served or issues resolved.
- D. A minimum of one hour per week in conference or direct field teaching is expected for the agency field instructor with the student.
- E. The agency serving as the practicum site is expected to allow the student to attend in-service training activities available to regular staff and provide mileage reimbursement for agency related travel as available to regular staff members.
- F. The agency is expected to provide the practicum student with adequate office space, telephone availability and any other essentials related to the performance of professional responsibilities.



4. COMMUNICATIONS

- A. The field instructor should consult with the faculty liaison when there is some question regarding the appropriateness of any agency or practicum assignment.
- B. If the student or field instructor has any interpersonal or communication problems with the faculty liaison, then they should contact the Field Coordinator (after they first attempt to resolve the issue among themselves).
- C. Any “inappropriate” behavior on the part of the student should first be dealt with in conference between field instructor and student. However, the faculty liaison should also be made aware of any “inappropriate” student behavior as early as possible. Any inappropriate behavior should be documented.
- D. The field instructor should attend the Field Education Convocations that are periodically hosted by the School of Social Work. The convocations serve as a forum for communication among social work students, field instructors and faculty. The convocations also serve to enhance the teaching/learning process.
- E. If the student is having problems relating to the clientele or in adjusting to the professional demands; or if the student has personal problems that interfere with learning/professional functioning, then the field instructor should document the behavior and alert the faculty liaison to the issue at the earliest point possible.

RESPONSIBILITIES IN FIELD EDUCATION

Agency/Field Instructor:

- A. Provide space and adequate/appropriate working conditions.
- B. Provide orientation regarding:
 - 1. Purpose and function of the agency
 - 2. Community and population the agency serves
 - 3. The major methods of intervention utilized by the agency
- C. Provide field instruction: weekly individual and/or group conferences and access to information and guidance as needed for a minimum of one hour.
- D. Assign appropriate tasks to student, with gradual increase in complexity and responsibility. Provide a broad range of agency experience.
- E. Provide opportunity to participate in staff meetings, agency studies or research, agency conferences, policy group meetings, etc. as appropriate.
- F. Provide guided reading related to problems confronted by the agency and clientele including pertinent studies, research, policy and legislation.
- G. Provide reimbursement of expenses incurred by student in the course of performing agency services.
- H. Provide a written evaluation of the student at the end of each semester.
- I. Attend field instructor's meetings called by the Social Work Department.
- J. Maintain ongoing communication with the assigned faculty liaison person.

Student:

- A. Participate actively in defining own learning objectives and assisting in the development of the job description, i.e., work responsibilities.
- B. Arrive promptly, leave at agreed upon times, and notify field instructor of any unavoidable absences in sufficient time to enable agency to plan for necessary service coverage.
- C. Work at agency for agreed upon number of hours per week over the two-semester period. A minimum of 16 clock hours per week for 15 weeks for the first semester and 16 hours per week for 15 weeks for the second semester during the Fall and Spring Semesters. The Summer Semester is a minimum of 20 clock hours per week for 12 weeks. Total field hours must be a minimum of 480 clock hours.
- D. Carry out duties in a prompt and responsible manner.
- E. Make active use of field instruction and other learning opportunities provided by the agency.
- F. Attend regularly scheduled Interventions and Field Seminar classes.
- G. Write and turn in to faculty liaison and seminar class instructor weekly logs of practice.
- H. Participate actively in regular and end of term evaluation conferences.

C.S. U. Faculty Liaison:

- A. Arrange an early conference with field instructor and student (within the first two weeks of the term) to review the learning contract and job description and answer any questions related to the School expectations and supports.
- B. Provide a link to the agency and advising to the student.
- C. Provide consultation on field instruction as needed.
- D. Review with field instructor, student, and seminar class instructor the student's learning in the practicum and assign the practicum grade.
- E. Communicate on a regular basis with the agency (at least twice each term) to keep abreast of student progress and agency programs.
- F. Provide field instructor with current information about Departmental and University course content and offerings, and changes in the Social Work major.

C.S. U. Field Education Coordinator:

- A. Develop and arrange the field education statements of understanding with cooperating agencies, and maintain regular communication with them.
- B. Conduct orientation sessions and initial interviews with students applying for field placements.
- C. Refer students to appropriate placement agencies.
- D. Maintain necessary files and records related to agencies, field instructors, students, and departmental liaisons.
- E. Plan with faculty for liaison coverage to cooperating agencies.
- F. Participate actively with the Interventions/Field faculty in developing new methods of field education, coordination of class, seminar and field practice content, by expanding the generalist model of practice at the baccalaureate level.
- G. Convene each term:
 - 1. A field education convocation involving social work faculty, agency field instructors and first and second semester Practicum students.
 - 2. The Field Education Committee, whose purpose is to review and advise the Coordinator.
- H. Search out and develop new cooperating social service agencies.
- I. Problem-solve difficult situations after they have gone through faculty liaison.



SOCIAL WORK FIELD PRACTICUM APPLICATION
(Please type or print legibly in ink)

For the _____ Semester of the year _____

Today's Date _____

I. IDENTIFYING AND PERSONAL INFORMATION

Name: _____

CSU ID #: _____ Social Work Faculty Advisor: _____

Mailing Address: _____
Number and Street City State Zip Code

Email Address: _____

Telephone Number(s): Home: _____ Work: _____ Other: _____

Physical Limitations (if any): _____

II. EDUCATIONAL HISTORY

Expected Date of Graduation: _____ Application to SWK major completed: _____

Did you attend any other schools beyond high school prior to attending CSU?

If so, please list below in chronological order:

Name and Location Dates of Attendance Degree/Major or Certificate

Academic Distinction and Honors (include membership in honorary groups, offices held, scholarships received in high school or college):

College Extracurricular Activities: _____

What are your future educational plans?

- I plan to work after conferral of a B.A. degree
- I plan to work first, and then continue to graduate study in the area of:
(e.g., social work, psychology, education, etc.) _____
- I plan to continue immediately into graduate study in the area of: _____
- Other (please specify): _____



III. SPECIAL SKILLS, ADDITIONAL TRAINING, HOBBIES

List any special recreation skills, hobbies, training certification (i.e., swimming instructor, first aid, arts & crafts, music, drama, etc.):

Horizontal lines for listing special recreation skills, hobbies, training certification.

List any groups or organizations in which you have been active, either as a participant or as a leader:

Horizontal lines for listing groups or organizations.

List any studies, research papers, and/or projects you have completed or have been a part of:

Horizontal lines for listing studies, research papers, and/or projects.

IV. EMPLOYMENT AND VOLUNTEER EXPERIENCE

In the spaces below, enter chronologically all paid or volunteer positions held starting with the most recent experience. All volunteer work (e.g., CAP programs, summer camps, Big Brother or Big Sister, VISTA, etc.) should be listed. Please do not attach resumes. Use an additional sheet if needed.

<i>From/To</i> <i>Month/Year</i>	<i>Firm/Agency</i> <i>and Address</i>	<i>Nature of</i> <i>Position</i>	<i>Paid or</i> <i>Volunteer</i>
-------------------------------------	--	-------------------------------------	------------------------------------

Horizontal lines for employment and volunteer experience table.

Are you presently employed? Yes No
If yes, Full Time Part Time How many hours per week? _____

Place of Employment: _____

Position: _____

Nature of work performed: _____

Work Schedule (indicate work hours next to the days worked):

Sun _____ Mon _____ Tue _____ Wed _____ Thurs _____ Fri _____ Sat _____

Do you plan to work while in the field practicum? Yes No

V. AREAS OF INTEREST

1. _____
2. _____
3. _____



Please comment on your own style of learning. What kinds of features would you like included in a placement? For example, do you prefer to respond to assigned tasks and responsibilities or do you prefer to construct your own goals and methods? Include comments on your preference for supervisory styles.

Do you have a valid Ohio Drivers License? Yes No

Is an automobile available to you for field placement? Yes No

Have you been convicted of a felony? Yes No

VI. SUPPLEMENTARY STATEMENT *(Must be typewritten and attached)*

In order that we may understand more fully your interest in the undergraduate Social Work Program, please prepare a typewritten statement, which covers the following material. Submit it as a part of your application. Please limit this statement to three (3) typewritten pages.

What are some of the main considerations that led you to seek social work as a career? Please include the following, if applicable

- a. Family background.
- b. Educational experiences.
- c. Extracurricular activities.
- d. Employment/volunteer experiences in social agencies.
- e. Personal counseling or therapy.
- f. Friends and acquaintances.

Social work as a helping profession involves working with many different kinds of people, with a wide range of needs and problems. What do you consider your strengths and weaknesses in working with people. Cite examples, if possible, of situations in which you feel you have had a helping role. Indicate how diverse a population your experiences include.

What kind of social work do you think you would like to do upon completion of this program?



Appendix F

BSW Field at Place of Employment Proposal

Students wishing to do their field 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 as well as provide experiences in generalist social work practice.

I. Student Information and Date of Submission

Student's Name: _____

Student ID #: _____

Phone: (H) _____ (W) _____ Email _____

II. Agency Description

Agency Name: _____

Agency Address: _____

Agency Mission (please provide in the space below): _____

Types of programs/services provided by the agency: _____

Target population(s) served: _____



III. Student Employee Status

Job Title: _____

Job Description: _____

Length of time employed at the agency: _____

Documentation of successful completion of probationary period needs to be attached to this form in order for you to be considered for Field at Place of Employment.

Name of immediate employment supervisor: _____

Phone Number of employment supervisor: _____

Email of employment supervisor: _____

IV. Proposed Field Experience

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** demonstrate that the students have the opportunity to enhance their learning in generalist social work practice.

B. Describe what you hope to learn from the above experiences.

C. Describe how field will be distinct from normal work in terms of both proposed assignments and time frame.

D. 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 outlined in the contract.

V. Proposed Field Instruction

Proposed Field Instructor's name: _____

Proposed Field Instructor's phone number: _____



Proposed Field Instructor's email: _____

Proposed Field Instructor's degree: _____

Proposed Field Instructor's title/position: _____

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

VI. The Proposal

A. Must be typed and double-spaced, using the above 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.

C. Will be accepted contingent upon its conformity with the Program requirements for field at place of employment.

Student signature

Date

Employment Supervisor signature

Date

Proposed Field Instructor signature

Date

Agency or Social Work Director signature
(please sign even if same as any of the above)

Date



FIELD STUDENT LEARNING CONTRACT

Student Name: _____

INTERNSHIP DESCRIPTION:

Name of Agency: _____

Assignment: _____

Time Commitment: _____

Agency Field Instructor: _____

Faculty Liaison: _____

LEARNING GOAL 1:

OBJECTIVES:



a) _____

b) _____

c) _____

LEARNING GOAL 2:

OBJECTIVES:

a) _____

b) _____

c) _____

LEARNING GOAL 3:

OBJECTIVES:

a) _____



b)

c)

LEARNING GOAL 4:

OBJECTIVES:

a)

b)

c)

LEARNING GOAL 5:

OBJECTIVES:

a)



b)

c)

LEARNING GOAL 6:

OBJECTIVES:

a)

b)

c)

AGENCY INVOLVEMENT AND RESPONSIBILITY:

1. Student will receive a minimum of one hour per week of supervision. Supervision 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 meet the student and field instructor a minimum of two times per semester.



2. The liaison will assist the student and field instructor in preparing and completing a viable learning contract based upon the field education syllabus.
3. The liaison will be available throughout the semester to assist the student and the field instructor with their concerns.

EVALUATION PROCEDURES:

1. At the completion of each practicum, the student will receive a formal exit interview and evaluation. The 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.

Contract Approval Date: _____

Student's Signature: _____

Field Instructor's Signature: _____

Faculty Liaison Signature: _____



**GUIDE FOR EVALUATION OF STUDENT PRACTICE
SEMESTER 1**

DATE:	
STUDENT:	FIELD AGENCY:
LIAISON:	FIELD INSTRUCTOR:

Agency Description of Assignment:
(Attach job description/contract)

Describe differences between the student contract and the actual assignment that developed:

1st Semester Grade	
FACULTY LIAISON SIGNATURE	



SCHOOL of SOCIAL WORK

Please assess the student's progress in accomplishing each learning goal. The progression through learning goals should relate to the student's readiness to perform functions in given areas, as well as the learning opportunities provided by the agency for the student. Student's performance should be evaluated as a learner applying theoretical concepts to work experiences.

CSU Social Work majors have received beginning classroom instructions in respect to Direct/Individual and Group Intervention, Community Involvement and Research.

Below are listed activities in which students may be engaged. Please check those activities in which this student was involved.

- _____
- A. Orientation to agency, its programs, policies & procedures
 - B. Orientation to community
 - C. Studying pertinent federal, state, and local legislation
 - D. Data gathering related to policy analysis/formulation

- _____
- A. Identifying services available
 - B. Making referrals
 - C. Identifying gaps or obstacles in meeting needs
 - D. Working as a team member
 - E. Developing a new program or procedure
 - F. Implementing a new program plan
 - G. Attending intra-agency meetings

- _____
- A. Interviewing
 - B. Assessing
 - C. Data Gathering/preparation of summaries
 - D. Establishing purpose/contract
 - E. Establishing trust/respect
 - F. Implementing plans
 - G. Evaluating outcomes

- _____
- A. Attending inter-agency conferences; sharing or planning
 - B. Presenting material, public speaking
 - C. Taking notes, handling communications
 - D. Organizing/staffing a community group

- _____
- A. Reading for agency/problem related studies
 - B. Identifying areas or problems to be studied:
 - C. Participating in agency related studies; data gathering
 - D. Writing research proposal(s)

Other (Please specify):



Students, please describe your strengths and areas for improvement:

Strengths:

Areas for Improvement:

Field Instructor's Comments:



PROFESSIONAL PERFORMANCE

Students are expected to demonstrate mature readiness for professional employment insofar as the following are involved. Indicate level of performance with 1 being low and 5 being high.

	<u>LOW</u>	<u>HIGH</u>
1. Regular and punctual attendance	1	2 3 4 5
2. Suitable arrangements to avoid absences or inconvenience to others	1	2 3 4 5
3. Documentation accomplished within a reasonable time	1	2 3 4 5
4. Work load effectively planned	1	2 3 4 5
5. Awareness of professional ethics and of clients' rights - for example: properly handles confidentiality, counseling notes, charts, test results, etc.	1	2 3 4 5
6. Awareness of agency policies and practices as they relate to his/her duties; shows consideration for duties of those not belonging to his/her academic discipline	1	2 3 4 5
7. Willingness to do assigned work	1	2 3 4 5
8. Willingness to take on additional responsibility	1	2 3 4 5
9. Cooperation with staff and other students in counseling, group meetings, or other endeavors	1	2 3 4 5

Comments:

USE OF FIELD INSTRUCTOR AND OTHER RESOURCE PEOPLE

Comment on the following areas in the use of supervision. The student's:

1. Use of an agenda, which clearly defines concerns and areas for growth.
2. Use of supervision to assist in methods of assessing clients' problems and strengths, giving his/her reactions to questions and feelings which arise in connection with task demands and clients' situations.
3. Use and acceptance of constructive criticism, risking self in a learning situation (sharing positive and negative feelings), acknowledge limitations and gaps in knowledge, affirm strengths and growth.
4. Handling of differences in points of view and follow through on help provided within the supervisory relationship.



Describe ways in which this student has shown any special motivation, commitment, strengths, knowledge, ability, behavior that should be noted or emphasized, i.e., citizen concern, involvement, or activity in relation to the profession.

Please summarize his/her areas that need attention and goals for 2nd semester (or future work).

I have read evaluation and
 agree disagree*

Evaluation has been shared with
student

Student Signature

Field Instructor's Signature

Date

Date

*Areas of disagreement are identified on additional sheets and initialed by both parties



**GUIDE FOR EVALUATION OF STUDENT PRACTICE
 SEMESTER 2**

DATE:	
STUDENT:	FIELD AGENCY:
LIAISON:	FIELD INSTRUCTOR:

Agency Description of Assignment:
 (Attach job description/contract)

Describe differences between the student contract and the actual assignment that developed:

2nd Semester Grade	
FACULTY LIAISON SIGNATURE	



Please assess the student's progress in accomplishing each learning goal. The progression through learning goals should relate to the student's readiness to perform functions in given areas, as well as the learning opportunities provided by the agency for the student. Student's performance should be evaluated as a learner applying theoretical concepts to work experiences.



CSU Social Work majors have received beginning classroom instructions in respect to Direct/Individual and Group Intervention, Community Involvement and Research.

Below are listed activities in which students may be engaged. Please check those activities in which this student was involved.

- A. Orientation to agency, its programs, policies & procedures
- B. Orientation to community
- C. Studying pertinent federal, state, and local legislation
- D. Data gathering related to policy analysis/formulation

-
- A. Identifying services available
 - B. Making referrals
 - C. Identifying gaps or obstacles in meeting needs
 - D. Working as a team member
 - E. Developing a new program or procedure
 - F. Implementing a new program plan
 - G. Attending intra-agency meetings

-
- A. Interviewing
 - B. Assessing
 - C. Data Gathering/preparation of summaries
 - D. Establishing purpose/contract
 - E. Establishing trust/respect
 - F. Implementing plans
 - G. Evaluating outcomes

-
- A. Attending inter-agency conferences; sharing or planning
 - B. Presenting material, public speaking
 - C. Taking notes, handling communications
 - D. Organizing/staffing a community group

-
- A. Reading for agency/problem related studies
 - B. Identifying areas or problems to be studied:
 - C. Participating in agency related studies; data gathering
 - D. Writing research proposal(s)

Other (Please specify):

PROFESSIONAL PERFORMANCE

Students are expected to demonstrate mature readiness for professional employment insofar as the following are involved. Indicate level of performance with 1 being low and 5 being high.

	<u>LOW</u>	<u>HIGH</u>			
1. Regular and punctual attendance	1	2	3	4	5
2. Suitable arrangements to avoid absences or inconvenience to others	1	2	3	4	5
3. Documentation accomplished within a reasonable time	1	2	3	4	5
4. Work load effectively planned	1	2	3	4	5
5. Awareness of professional ethics and of clients' rights - for example: properly handles confidentiality, counseling notes, charts, test results, etc.	1	2	3	4	5
6. Awareness of agency policies and practices as they relate to his/her duties; shows consideration for duties of those not belonging to his/her academic discipline	1	2	3	4	5
7. Willingness to do assigned work	1	2	3	4	5
8. Willingness to take on additional responsibility	1	2	3	4	5
9. Cooperation with staff and other students in counseling, group meetings, or other endeavors	1	2	3	4	5

Comments:



Please address these points by describing how this student pursued the learning, keeping in mind the guidelines in the previous section.

Specify the areas of professional development relative to the student's needs.

In what way would you consider this student's readiness for the beginning worker level?

Would you recommend that this student be hired as a social worker?

I have read evaluation and
 agree disagree*

Evaluation has been shared with student

Student Signature

Field Instructor's Signature

Date

Date

*Areas of disagreement are identified on additional sheets and initialed by both parties



PRE-PLACEMENT SURVEY

Student's Name (optional): _____ Date: _____

Agency Name: _____

Department: _____

Field Instructor: _____

Faculty Liaison: _____

This assessment will assist the department in (1) making more appropriate placement decisions, including decisions to terminate placement agreements; (2) improving the quality of field education by identifying the areas of support and consultation with field instructors; (3) making additions and modifications to the curriculum.

I. Organizational Experiences/Opportunities

A. Orientation to the Agency	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am interested in my field experience helping me to learn about the agency (its history, mission, purpose, etc.) in which I am placed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am interested in my field experience helping me to learn about the agencies' programs and their impact on clients, workers and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am interested in my filed experiences helping me to learn about the agencies policies and procedures and their impact on clients, workers and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am interested in my field experience helping me to learn about the process of acquiring funding for the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am interested in my field experience helping me to learn about the sources of funding for the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am interested in my field experience helping me with an understanding of my role or status within the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. In my past experience I have:	Frequently	Sometimes	Rarely	Never
1. Attended a department or agency staff meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attended a board or policy group meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participated in agency community meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Presented agency information at community fairs, schools, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Participated in workshops or in-services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. I am interested in:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Attending a department or agency staff meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attending a board or policy meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participating in agency community meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Presenting agency information at community fairs, schools, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Participating in workshops or in-services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



D. In my past experience, I have had the opportunity for direct involvement with:

1. Individuals
2. Families
3. Groups
4. Community
5. Other organizations

Frequently	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. I am interested in the opportunity for direct involvement with:

1. Individuals
2. Families
3. Groups
4. Community
5. Other organizations

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Interventions/Direct Practice Opportunities

A. In my past experience, I have had the opportunity to participate in the following intervention/direct practice skills:

1. Interviewing
2. Assessment
3. Crisis Intervention
4. Service Coordination
5. Working with Groups
6. Working with Families
7. Advocacy
 - With and for individuals
 - For policies and programs that addressed the needs of clients or client systems
8. Participation in interdisciplinary teams or interagency collaboration
9. Documentation

Frequently	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. I am interested in the opportunity to participate in the following intervention/direct practice skills:

1. Interviewing
2. Assessment
3. Crisis Intervention
4. Service Coordination
5. Working with Groups
6. Working with Families

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SCHOOL of SOCIAL WORK

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. Advocacy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ With and for individuals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ▪ For policies and programs that addressed the needs of clients or client systems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Participation in interdisciplinary teams or interagency collaboration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Documentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. Research and Evaluation Opportunities

A. In my past experience, I have had the opportunity to:

- | | Frequently | Sometimes | Rarely | Never |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Develop an understanding of the outcome measurements used by the agency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Develop an understanding of the agency in order to evaluate my own performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Participate in agency related research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Develop knowledge of evaluation tools used by an agency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. I am interested in the opportunity to:

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Develop an understanding of the outcome measurements used by the agency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Develop an understanding of the agency in order to evaluate my own performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Participate in agency related research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Develop knowledge of evaluation tools used by an agency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IV. Professional Growth and Development Opportunities

A. In my past experience, I have had the opportunity to:

- | | Frequently | Sometimes | Rarely | Never |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Utilize the supervision process effectively for my professional growth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Integrate social work values and ethics into practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Develop personal and professional competence in working with persons different from myself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Develop an awareness of my verbal and non-verbal communication skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Apply classroom theory of human diversity to practice situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Evaluate my growth and development and a professional | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



B. I am interested in the opportunity to:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Utilize the supervision process effectively for my professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Integrate social work values and ethics into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop personal and professional competence in working with persons different from myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develop an awareness of my verbal and non-verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply classroom theory of human diversity to practice situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Evaluate my growth and development and a professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*****Please place additional comments below*****



POST-PLACEMENT SURVEY

Student's Name (optional): _____ Date: _____

Agency Name: _____

Department: _____

Field Instructor: _____

Faculty Liaison: _____

This assessment will assist the department in (1) making more appropriate placement decisions, including decisions to terminate placement agreements; (2) improving the quality of field education by identifying the areas of support and consultation with field instructors; (3) making additions and modifications to the curriculum. It should be completed at the end of the final term of the Practicum

I. Organizational Experiences/Opportunities

Orientation to the Agency	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My field experience helped me learn about the agency (its history, mission, purpose, etc.) in which I was placed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My field experience helped me learn about the agencies' programs and their impact on clients, workers and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My field experiences helped me learn about the agencies policies and procedures and their impact on clients, workers and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My field experience helped me learn about the process of acquiring funding for the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am interested in my field experience helping me to learn about the sources of funding for the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My field experience helped me with an understanding of my role or status within the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field experience provided me with the opportunity to:	Frequently	Sometimes	Rarely	Never
1. Attend a department or agency staff meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attend a board or policy group meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participate in agency community meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Present agency information at community fairs, schools, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Participate in workshops or in-services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field experience provided me with the opportunity for direct involvement with:	Frequently	Sometimes	Rarely	Never
1. Individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Other organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



II. Interventions/Direct Practice Opportunities

My field experience provided me with the opportunity to participate in the following intervention/direct practice skills:

	Frequently	Sometimes	Rarely	Never
1. Interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Crisis Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Service Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Working with Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Working with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ With and for individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ For policies and programs that addressed the needs of clients or client systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Participation in interdisciplinary teams or interagency collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Research and Evaluation Opportunities

My field experience provided me with the opportunity to:

	Frequently	Sometimes	Rarely	Never
1. Develop an understanding of the outcome measurements used by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop an understanding of the agency in order to evaluate my own performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participate in agency related research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develop knowledge of evaluation tools used by an agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Professional Growth and Development Opportunities

My field experience provided me with the opportunity to:

	Frequently	Sometimes	Rarely	Never
a. Utilize the supervision process effectively for my professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Integrate social work values and ethics into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Develop personal and professional competence in working with persons different from myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Develop an awareness of my verbal and non-verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Apply classroom theory of human diversity to practice situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluate my growth and development and a professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



*****Please place additional comments below*****



FACULTY LIAISON EVALUATION OF PRACICUM SETTING

Agency Name: _____

Field Instructor: _____

Faculty Liaison: _____

Semester: _____ Year: _____

The student was involved in: Practicum I Practicum II

1. Did the field instructor generally provide a weekly consultation session of at least an hour? Yes No
2. Did the agency allow the student to participate and/or attend staff meetings? Yes No
3. Did the agency provide adequate working space and professional accommodations (phone, etc.)? Yes No
4. Did the agency personnel use the student to perform tasks and/or chores that were unrelated to field education (personal “gofer” tasks, etc.)? Yes No
5. Did the field instructor serve as a professional mentor? Yes No
6. Did the field instructor have expectations that were too high or too demanding for an undergraduate student? Yes No
7. Did the field instructor have expectations that were too low or not challenging enough for an undergraduate student? Yes No
8. Was the field instructor supportive during times of confusion and growth by the student? Yes No
9. Did the filed instructor maintain a focus on learning objectives during the term? Yes No
10. Did the field instructor seem committed to field education? Yes No
- Agency recommended for continued use as a Field Practicum setting:** Yes No

Comments:



APPLICATION FOR FIELD INSTRUCTOR

Date: _____

Name: _____

Agency: _____

Address: _____

Telephone: _____

Position in Agency: _____

*Graduate Degree Received: _____

School: _____

Year: _____

Post-Master's Training/Education _____

PROFESSIONAL EXPERIENCE

Agency Name

Job Title

Dates

EXPERIENCE AS FIELD INSTRUCTOR

School

Agency

Dates

PROFESSIONAL COMMUNITY ACTIVITIES



Have you ever been subject to reprimand, censure or disciplinary action by a professional organization, or been subject to an ethics investigation or convicted of a felony? Yes No

If yes, please explain:

I hereby attest that all of the above is true to the best of my knowledge:

Signature:

Date:

Please attach copy of Resume and Graduate Degree.

**Qualifications for Field Instructor include MSW Degree and social work licensure.*

RETURN COMPLETED FORM TO:

Field Office
School of Social Work
Cleveland State University
2121 Euclid Avenue – CB 319
Cleveland, OH 44115



AGENCY INFORMATION

Agency Name: _____

Address: _____

Telephone: _____

Executive Director or CEO: _____

Program Director: _____

Contact Person and Title (if different than above): _____

Mission Statement of Agency an/or Department (may be attached): _____

Age of Client Populations Served:

- Infants Pre-School School Age Adolescents Adults Aging

Populations available (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Abuse (physical, sexual, elder, spouse) | <input type="checkbox"/> Learning Problems |
| <input type="checkbox"/> Aging | <input type="checkbox"/> Legal System |
| <input type="checkbox"/> AIDS | <input type="checkbox"/> Marital Issues |
| <input type="checkbox"/> Alcoholism | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Anti-social Behavior | <input type="checkbox"/> Mental Retardation |
| <input type="checkbox"/> Chemical Dependency | <input type="checkbox"/> Multi-Problem Family |
| <input type="checkbox"/> Child Protection | <input type="checkbox"/> Parent-Child Issues |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Physical Disability |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Poverty |
| <input type="checkbox"/> Health Care | <input type="checkbox"/> Separation and/or abandonment |
| <input type="checkbox"/> Homelessness | <input type="checkbox"/> Single parent |
| <input type="checkbox"/> Income Maintenance | <input type="checkbox"/> Other (please specify) |
| | <input type="checkbox"/> |
| | <input type="checkbox"/> |

Type of Agency:

_____ Governmental _____ Health _____ Mental Health

-AND-

_____ For Profit _____ Not for Profit



Assignments Available(*check all that apply*):

- | | | |
|--|--|---|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Needs Assessment |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Research |
| <input type="checkbox"/> Board Involvement | <input type="checkbox"/> Social Group Work | <input type="checkbox"/> Policy Making |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Social Work with Families | |
| <input type="checkbox"/> Other (please specify): _____ | | |

Number of students you are able to accommodate for any one semester:

_____	BSW (General Practice)
_____	MSW
_____	Micro Practice (Direct Practice)
_____	Macro Practice (Community Organization, Development and Administration)

Attach a sheet with student job opportunities.

- Is the agency able to provide space for each student? Yes No
...supervision? Yes No

Signature: _____

Title: _____

Date: _____

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Field Office
School of Social Work
Cleveland State University
2121 Euclid Avenue – CB 319
Cleveland, OH 44115