



SCHOOL OF SOCIAL WORK

BACCALAUREATE PROGRAM

FIELD EDUCATION MANUAL

Revised October, 2018

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OVERVIEW OF FIELD EDUCATION

The field education component of the BSW program is developed and designed to enable students to enhance their knowledge, skills, and values in social work practice. They participate in experiential learning that facilitates their working with client systems at all levels. Field education, the signature pedagogy, is the curricular area that socializes the students into the social work profession. Field education connects and integrates theory and practice. The learning opportunities that students engage along with experienced social work professionals with clients at all systems levels enhance the socialization process. Field practicum is designed concurrently with classroom learning to provide experiential learning opportunities for application of social work theories and constructs, and development of the student's professional sense of self. The students enhance their abilities in the nine core competency areas, as well as demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, and skills.

The field education component functions within the context of the social service delivery systems in Northeast Ohio. Therefore, students are provided learning opportunities in a variety of social service settings ranging from urban, suburban, and rural environments. This phenomenon requires that the experiential learning component addresses the human needs of individuals within the context of their environment.

Field education at the baccalaureate level is comprised of two semesters, where students gain experience in direct practice. Field education ensures that students enhance their understanding of the purpose and values of the social work profession.

Field education is viewed as the integrated process through which students will apply the core competencies of the Education and Policy Standards of the Council on Social Work Education (CSWE):

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

Students develop these competencies in a culminating experience known as field education, where real-world experiences allow them to integrate classroom knowledge, values, and skills acquired in the generalist area, as well as to develop a reflective, self-evaluating practice stance.

APPLIED LEARNING COMPETENCIES SEQUENCE: SWK 390 AND SWK 490

1. The sequence of applied learning includes both classroom and agency experiences. These competencies are designed to enable the student to:
2. Apply an understanding of generalist social work that integrates theory and practice with individuals, families, groups, organizations, and communities.
3. Demonstrate the ability to assess personal, agency, and community resources toward the achievement of goal oriented change.
4. Demonstrate the ability to evaluate the effectiveness of professional helping and problem-solving activities within and among systems.
5. Increase their capacity to draw upon a liberal arts perspective and the professional foundation for conducting assessments, interventions, termination, and evaluation.
6. 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.
7. Demonstrate sensitivity and commitment to vulnerable populations whose well-being and quality-of-life are at risk because of social and economic injustice.

Field education is an integral part of the social work curriculum and is required of all baccalaureate social work students. As a necessary supplement to classroom education, the field practicum provides students with opportunities to build on knowledge, values and skills through observational, imitative, and experiential learning. It is the field practicum experience that socializes students into the social work profession.

The purpose of field education is to:

- Utilize the theory of applied learning through the integration of classroom knowledge with practice.
- Identify and integrate social work values and ethics with practice.
- Develop the student's capacity and ability for advanced practice and professional growth and development.

The general types of field sites include family service agencies, community mental health settings, hospitals, residential treatment centers for children, homes for the elderly, group

homes, crisis hotlines, health clinics, substance abuse and rehabilitation centers, schools, and other settings appropriate for BSW level of social work learning. The BSW program is accredited by the Council on Social Work Education (CSWE), and, as such, adheres to CSWE 2015 standards for the field learning experience.

The reciprocal involvement of both the field education component and the agencies strengthens the service delivery system. The field education component recognizes its responsibilities to maintain an awareness of the political, social, economic, and environmental trends that impact the service delivery systems and the quality of life of individuals in Northeast Ohio, nationally, and internationally. The field education program reflects this awareness and incorporates this concept into preparing effective social work practitioners to provide professional leadership in the development of social service delivery systems.

Field practicum sites are selected on this basis of fulfilling the mission and goals of the BSW program. Field instructors are orientated and trained in how the students implement the mission and goals.

PROGRAM MISSION AND GOALS

The mission of the BSW program is to graduate a diverse study body, to encourage civic engagement and dedication to public service. We are committed to social and economic justice for poor and oppressed populations. We endeavor to promote a more humane society through excellence in our research, teaching, and service, both to the university and the community. We strive to graduate social workers who are well prepared to address the challenges of practice in a dynamic urban environment, and who are guided by a deep respect for cultural diversity and the resilience of the human spirit.

This mission is consistent with the profession's purpose and values as it emphasizes enhancing wellbeing for all. Service is elevated through a focus on preparing students for practice and collaboration with the broader community. The pursuit of social and economic justice are named as key undertakings, evident throughout the course catalog. By fostering a diverse learning environment, the program engenders respect for others as a core principle. This is further promoted through an emphasis on collaboration as a means of achieving success. Moreover, the program's commitment to social work values is clearly demonstrated in the manner in which human relationships, with clients and professionals, are stressed as a key component of our engagement with the community.

The School carries out its mission by meeting **four major goals** that 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. These goals 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 relationships with public and private human services agencies that improve the quality of life for Northeast Ohio residents, as well as offer 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.

CURRICULUM DESIGN FOR FIELD EDUCATION

Cleveland State University's School of Social Work believes that the integration of theory and practice in field education should take place over an extended period of time rather than compacted into a brief intensive period. Field is concurrent with applicable course work and extends over four semesters. Students must complete a minimum of 14 clock hours per week for 15 weeks for SWK 390 Field Practicum I and 14 clock hours per week for 15 weeks for SWK 490 Field Practicum II. A minimum 420 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 17.5 hours per week for 12 weeks.

TASKSTREAM POLICY

Taskstream is the web-based system used for fieldwork documentation and evaluation. Students must maintain an active Taskstream account and complete all assigned logs, student self-assessment, and their learning contract in Taskstream. These materials are reviewed by their field instructor and faculty liaison throughout the semester. Additional directions for completion of logs, learning contract, and the student self-assessment evaluation are found in Taskstream under the general instructions section. All students are also given the Taskstream instructional videos and user guide prior to starting field experience. Students are not permitted to move on to their second semester in field until they complete all first semester requirements and demonstrate professionalism and competency.

FIELD ROLES AND RESPONSIBILITIES

There are four primary roles within field education program: The field coordinator, faculty liaison, field instructor, and field student. The university employs the field coordinator and faculty liaison and the field instructor is employed by the agency. These four roles interrelate to facilitate the student's ability to develop competencies in generalist practice.

Field Coordinator

The field coordinator is expected to carry out the following responsibilities:

- Develop, evaluate, revise, and make available in collaboration with the Academic Performance Committee, Field Advisory Committee, and faculty the educational objectives, policies, procedures, and field education manual.

- Identify social service agencies that have the capacity to provide appropriate generalist learning that meet the requirements of field education in context with the BSW program and CSWE standards.
- Develop, implement, and update the affiliation agreements between Cleveland State University and those field agencies requesting such an agreement.
- Establish criteria for the selection and approval of agency staff as field instructors, as well as ensuring the provision of time for attending activities; such as training and orientation and one hour per week supervision which involves monitoring and evaluating students' learning activities.
- Evaluate, in collaboration with faculty field liaisons, the field instructors' and agencies' ability to meet the program's expectations for field; approve the continued use of agencies and field instructors.
- Develop and maintain placement processes for students involving field placements, orientation, and notifying academic advisors of academic performance and professional development related problems.
- Develop and implement student seminars that enhance learning and professional development and advance the students' professional skills and values.
- Plan for liaison coverage of field agencies in conjunction with the director of the BSW program and notify students and faculty of their liaison assignments.
- Review student applications for field practicum and provide a field orientation that includes reviewing placement process and how to use Taskstream.
- Review and approve students' proposals to do their field at their place of employment; ensure that the proposals meet the standards and requirements for all field placements in the program.
- Develop and maintain a database of viable field agencies.
- Develop and implement a formal process of evaluating students' field performance in accordance with the educational objectives of the program and CSWE standards.
- Maintain field education records electronically, including student files such as application, student integrative learning contract, evaluation, and activity/time logs.
- Maintain statistics on the field education component and report on its status to appropriate audiences on a regular basis.

Faculty Liaison

The faculty liaison is a qualified faculty member who serves as the university's representative to the student and the agency. The overall responsibility of the liaison is quality assurance of the field experience, assisting and ensuring that field education competencies and practice behaviors are being met by the field instructor and student. Liaison assignments are made by the program director in conjunction with the field coordinator during the first two weeks of the semester.

The liaison assumes the following roles and functions:

1. **Linkage**: The liaison serves as a bridge between the BSW program, the agency, and the community. Responsibilities include:

- Interpreting field education policies, procedures, and expectations of the BSW program to agencies.
- Assessing the fit between theoretical concepts acquired in the classroom and experiential learning provided by the agency.
- Developing appropriate contacts with relevant persons in the agency.
- Identifying potential field placement sites in the community.
- Staying abreast of pertinent changes, including policy, procedures, and organizational shifts of the professional community and keeping the field coordinator informed of these changes.
- Ensuring that the student integrative learning contract, evaluation, and activity/time logs are completed on time and signed by the student, Field Instructor, and liaison.

2. **Consultant**: The liaison assists Field Instructors in connecting and integrating theoretical concepts and experiential learning; developing a process of facilitating students to achieve proficiency in program competencies and operationalizing practice behaviors. This involves:

- Facilitating the process of Field Instructor's connecting and integrating theoretical and conceptual frameworks to experiential learning.
- Determining and assisting the Field Instructor and students with the learning expectations that are included in the student integrative learning contract, suggesting necessary changes to strengthen the contract.
- Developing and maintaining a process of problem identification of academic performance or professional development that assures an early resolution of the situation.
- Determining with the Field coordinator and other appropriate faculty whether a student should remain at an agency or should be placed in another agency (*See Field Problem Resolution Procedures*).

3. **Evaluation**: The liaison evaluates the performance of students and provides feedback on Field Instructors, agencies, and the field coordinator. This involves:

- Assigning the student's grade for the field experience based on the student integrative learning contract, the Field Instructor's evaluation and recommended grade, activity/time logs, and other sources relating to the student's performance.
- Submitting to the field coordinator a semester review of agency and how the Field Instructor met the program expectations and requirements.
- Completing the Field Instructor, agency and field coordinator feedback forms.

In carrying out the above roles and functions, the faculty liaison is responsible for initiating contact with the field instructor and student in order to participate in developing the student integrative learning contract. The initial contact includes clearly communicating the liaison's responsibilities and availability.

- The first field visit includes a review of the student's work and the progress made in preparing the student integrative learning contract.
- The second field visit includes further review of the student's work and orienting the field instructor and student to the formal evaluation process. Other contact throughout the semester may be made by telephone and e-mail. Additional visits may be necessary if field-related problems develop.
- Every effort is made to keep the same liaison assignment for both semesters of field experience given in the academic year. When a change is unavoidable, the field coordinator will inform the newly assigned liaison, and the new liaison is then expected to contact the field instructor and the student to determine if a field visit is indicated, and proceed as usual.
- During the second semester a site visit is required within the first seven weeks so as to monitor student progress in learning. Liaisons are available for phone or in-person consultation as needed.

Field Instructor

The field instructor is the student's primary field learning resource and the agency's representative to the program. To be eligible, the field instructor must have his/her MSW/MSSA degree from an accredited school of social work; at least two years of post-MSW/MSSA experience in an agency/institutional setting; at least one year of experience with the field agency; and an expressed interest and willingness to accept the field instructor's role and responsibilities within the program's field education framework. Exceptions are made on a case-by-case basis dependent upon agency's learning opportunities. In situations where exceptions are made a faculty liaison will perform this role and facilitate the agency's task supervisor's ability and capacity to provide experiential learning.

The field instructor is expected to carry out the following responsibilities:

- Participate in orientation and training activities for new field instructors.
- Orient the student to the agency and staff.
- Assist student in the development and implementation of an integrative learning contract.
- Schedule weekly supervisory sessions with student for a minimum of one hour.
- Provide appropriate activities for the student that achieve the objectives outlined in the learning contract and offer a broad range of agency experiences.
- Review regularly the student's work and time accrual, maintain an ongoing evaluation of the student's progress through Taskstream, and complete evaluations of the student at the end of each semester.
- Support the student's initiative in gaining access to other learning experiences and resources in the agency and professional community when appropriate.
- Collaborate with the faculty liaison in the preparation, review, and evaluation of the field experience.
- Inform the faculty liaison promptly of any problems in the field placement and, when necessary, develop a plan of remedial action with the liaison and the student (*See Field Problem Resolution Procedures*).
- Provide information to the field coordinator to assist in the future use of the agency as a placement site, including the field instructor's interest in continuing service as a field instructor.

New field instructors are given an orientation to the expectations and guidelines for working with students. The agenda for learning and orientation sessions includes content such as orientating the student to the agency; involving agency protocol, policies, and procedures; facilitating the field instructor's ability to provide experiential education; helping the field instructor to process the student's apprehension and hesitancy in experiential learning; monitoring and evaluating the student's progress in his/her learning. The field instructors gain information of how students work through the stages of the learning process. Those field instructors who have worked with the BSW program previously have opportunities to attend training sessions such as supervision and using library resources. All Field Instructors may attend the School of Social Work's annual Bell lecture free of charge. These learning activities provide continuing education units to all attendees that are licensed.

Field Agency

The agency is selected as a field site based on criteria including educational philosophy; use of qualified professionals for field instruction; student opportunity to work with diverse clients and situations, opportunity for student to employ a strengths-based perspective and empowerment approach with and on behalf of client systems; and promotion of sound professional practice.

The field agency can be expected to carry out the following responsibilities:

- Accept students without regard to age, gender, race, ethnicity, religion, sexual orientation, physical ability, or veteran status.
- Assign a field instructor qualified to provide experiential learning who is approved by the BSW program.
- Provide the field instructor with sufficient time and resources to carry out field instruction responsibilities with the student, program and use of the Taskstream system.
- Provide students with the resources necessary to carry out learning assignments such as a telephone, place to interview clients, adequate records and documents, and travel reimbursement for authorized activity.
- Provide students with opportunities to work with clients in the capacity of a social worker from engagement through termination, toward the enhancement of client well-being.
- Provide students with exposure to group process with clients and/or staff and with opportunities to relate to community groups on behalf of the agency.
- Provide students the opportunity to participate in staff meetings, agency studies or research, agency conferences, and policy group meetings as appropriate.
- Provide students with opportunities to apply practice knowledge, values/ethics, and skills toward the betterment of adverse environmental conditions affecting those served by the agency.
- Provide students opportunities for interaction with members of diverse client populations, including vulnerable or oppressed groups.
- Provide timely information to the field coordinator such as written descriptions of the agency's services and learning opportunities for students, acceptance of field students, and staff/policy/program changes affecting field education.

- Have sufficient staff to develop and maintain the service delivery of the agency without reliance on students.

Field Student

The basic responsibility of the field student is to acquire the knowledge, skills, and values of the social work profession that will enable him/her to fulfill program competencies through operationalizing practice behaviors. The student, in collaboration with his/her field instructor, is responsible for developing objectives in each learning area and incremental tasks to achieve these objectives. Specific expectations of the student are described in detail in the section on the educational outcomes for the field, in addition to the following:

- Learn to use Taskstream, the web-based system used to maintain records of field hours and tasks, as well as submit other required work.
- Submit in a timely manner all required field documentation, including: application; agency acceptance for field placement; field at place of employment proposal, if applicable; student integrative learning contract; activity/time logs; and evaluation.
- Attend all required field orientations and seminars to discuss field and other topics relevant to social work practice.
- Read and become familiar with all field documents, requirements, policies, and procedures.
- Assume the cost of a background check and physical examination if required by the field agency
- Develop an integrative learning contract in collaboration with the field instructor, integrating classroom assignments when appropriate.
- Maintain documentation of field activities and activity/time logs on a weekly basis.
- Regularly update assigned faculty liaison on progress and problems related to the field experience (*see Field Problem Resolution Procedures*).
- Abide by the NASW *Code of Ethics* and agency's policies.
- Prepare for weekly field instructor supervisory meetings and utilize this time for professional development and self-evaluation..
- Maintain professionalism in work and behavior and in accordance with the NASW *Code of Ethics* and agency's policies.

POLICIES AND PROCEDURES

MINIMUM REQUIREMENTS

All social work majors are required to complete a two-semester field placement in a human service agency. The student participates in field education over the course of 15 weeks at 14 hours per week, for two concurrent semesters.

During the field experience, students are expected to develop skills in assessment, intervention, and evaluation based upon the core knowledge, skills, and values of the social work profession. The School of Social Work's mission is to prepare students to become effective generalist social work practitioners. Achievement of this outcome requires that students develop their knowledge, skills, and values to a level of professional competency in service to all vulnerable populations

The School of Social Work does **NOT** grant academic credit toward life experiences.

Notification regarding Felony Convictions and Unprofessional Conduct

Students admitted to the BSW program are hereby notified that having a felony conviction or sanctions for unprofessional conduct may impact eligibility for field placement (required for graduation), as well as obtaining social work licensure and future employment as a social worker. Students should notify the field coordinator of any felony convictions prior to their senior year of the BSW program.

Policies, Criteria, and Procedures for placing BSW students

BSW Field Practicum Policies

1. The BSW Field Coordinator reviews all field practicum policies found in the BSW Field Practicum Manual. These are:
 - Explanation of the role of agency Field Instructor and Faculty Liaison
 - Expectation that students complete their placement at the same placement for both semesters unless there are extenuating circumstances in which a student needs to be change agencies.
 - Students are required to complete 14 hours of field practicum per week for 15 weeks each semester, for a total of 210 hours per semester. Students complete two semesters of field practicum in the BSW Program and accumulate 420 total field hours to meet CSWE Requirements. Summer semester hours for SWK 390 Field Practicum I or SWK 490 Field Practicum II are 18 hours per week for 12 weeks.

- Students are responsible for taking a lead in developing their individualized learning contract, describing how they will learn and demonstrate the 9 generalist social work competencies.

BSW Field Practicum Requirements

1. BSW students must be in good standing with the BSW program
2. Required Practicum associated, or co-requisite courses:
 - a. First Semester: SWK 385 Interventions I, SWK 386 Integrative Seminar I, and SWK 395 Field Seminar I.
 - b. Second Semester: Social Work 485 Interventions II, SWK 486 Integrative Seminar II, and SWK 495 Field Seminar II.
3. Complete the BSW field application packet which includes:
 - a. Field application form
 - b. Disclosure Information (i.e. background information, including whether student has a history of being convicted of a felony(ies).
 - c. Resume
 - d. Why I Want to be a Social Worker”, a 1-3 page paper.
 - e. Complete the online HIPAA training quiz in Taskstream.

Procedures for Placing Students

Step 1: Orientation to the Placement Process

The procedure for the field education process begins with the BSW Field Coordinator visiting all sections of “Social Work 350, Basic Generalist Practice” to provide BSW students preparing to enter field placement an orientation to their upcoming field practicum experience. This orientation includes an overview of the policies, criteria and procedures for placing students.

Step 2: Students complete the BSW Field Practicum Application

All BSW Field Practicum students complete a BSW Field Application and submit to the BSW Field Coordinator no later than two weeks before the new Semester starts.

Step 3: Interview with BSW Field Coordinator

After completing the application packet, students make an appointment with the BSW Field Coordinator to review their application and discuss students’ interests and preferences for a field placement. The BSW Field Coordinator also discusses what students may expect when interviewing with a potential field placement site. The BSW Field Coordinator informs students to be prepared to provide their updated resume to the agency when interviewing. During this interview, the BSW Field Coordinator provides students with the BSW Agency Acceptance Form, which they are to sign and return indicating the student has been accepted by an agency and has agreed to accept the placement. This indicates when the student is officially placed.

Step 4: Review of Students' Field Practicum Application Materials

The BSW Field Coordinator reviews the application materials, and assures students are in good standing and have completed required courses prior to beginning field.

Step 5: Identification of Possible BSW Field Placement Sites

The BSW Field Coordinator determines that the BSW student meets criteria for field and completed their application packet. Upon satisfactory review, the BSW Coordinator identifies placements for each student to consider, working to match students' interests with agencies best suited to provide them with an opportunity to develop competence as an entry-level generalist social worker.

It should be noted that overall, the School of Social Work has an established partnership with approximately 200 agencies in the Northeast Ohio area who have demonstrated capacity to provide BSW students with a generalist field practicum learning experience.

Step 6: Field Placement Interviews

The BSW Field Coordinator provides the student with the name of agencies and the agency field instructor contact information. The student then makes arrangements to interview at the identified placement site. Students may be required by prospective field agencies to submit to legal, health, or substance screenings the results of which will determine the students' acceptance into the agencies. If the first potential placement site either does not accept the student, or the student rejects the placement (for legitimate reasons, such as conflict of interest or possible dual relationships), the BSW Field Coordinator provides the student with information on a second possible placement. In rare circumstances where the third possible placement doesn't work out, it is the School's policy that the Field Practicum Program is under no obligation to provide the student with further referrals. In these circumstances, the BSW Field Coordinator will refer the student to the BSW Program Coordinator who may refer the student to the Academic Performance Committee.

Step 7: Acceptance of Placement

The student completes the BSW Agency Acceptance Form and returns to the BSW Field Coordinator, confirming the placement site and the student's field instructor. **Agency acceptance forms are required for field assignment and the student's placement is not official until the field coordinator receives the agency acceptance form.** Students must secure field placement **no later than three weeks before to the start of the semester.** If a student does not have placement secured by this time or is not currently working with the field coordinator to secure placement, they will not be permitted to take field practicum that semester.

Step 8: Review of Field Manual and Resources

Finally, prior to the start date of field practicum, the BSW Field Coordinator e-mails students entering their first semester of field practicum field related documents and resources. This file contains the following:

1. BSW Field Manual
2. Field Practicum Calendar
3. Taskstream User Guide and Video (used for students' learning contract, weekly logs, and field practicum evaluation)
4. Field Practicum Syllabus
5. Ohio Counselor Social Work Marriage and Family Therapist Board of Ohio Laws and Regulations 7.14 and the;
6. National Association of Social Workers Code of Ethics

Change in Field Placement

- Students should expect to complete their field placement at one agency for both semesters of a given academic year.
- The field coordinator may make a placement change if, after careful review, a legitimate educational reason for change is determined. Such reasons may include the field instructor leaving the agency without available replacement, the agency reducing staff, and personnel going on strike.
- The field coordinator may make a placement change for reasons of student conduct or performance that the agency deems unacceptable and requires immediate student dismissal.
- The field coordinator may make a placement change under circumstances requiring the Field Problem Resolution Procedures, such as the field instructor or agency not upholding the terms of the student integrative learning contract, or significant disagreements and/or personality conflicts between the field instructor and student.
- No more than one field assignment change will be made within an academic year unless required by circumstances completely beyond the student's or agency's control. Circumstances warranting such a change would need to be critical. A second change would require review and approval by the Academic Performance Committee.

Field at Place of Employment (FAPE)

Under certain circumstances, a student may do field at his/her place of employment. *The requirements for this type of field placement are the same as all other placements.* Field placement at a student's employment site or a field placement paying a stipend requires the following:

- The agency meets established program requirements.
- Submission to the field coordinator of a FAPE proposal, which conforms to the outline provided in the field manual. (The student must discuss their planned field experience with the field coordinator and the field coordinator will provide the student the FAPE form to complete).
- The field instructor and employment supervisor cannot be the same individual.
- The field assignments must be educationally focused and provide new learning opportunities. Field assignments must be different from employment duties.
- If, during field, a student is hired by the field agency, he/she will also need to complete a FAPE 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.
- If the field experience itself becomes the employment responsibility, the proposal must state this and must clarify what work responsibilities and time frame will continue to be considered field.
- If, once having started field, a student takes a job at an agency different from the field agency, the student cannot transfer field to that work site. Students are expected to honor their field commitment and complete the hours at their field agencies as agreed upon by the student, agency, and the program.

Attendance

Patterns of weekly attendance: BSW students in must attend field 14 hours per week over the course of 15 weeks of each of the two semesters. Students are instructed to complete this requirement in minimum of blocks of at least four hours. While students may put in more than the minimum clock hours required in each semester, overtime may not be accrued for the purpose of ending field early in the semester or of banking hours for the next semester.

University calendar: The field schedule follows the university academic calendar for the fall and spring semesters. Students are not in field during Thanksgiving, winter, spring, or summer breaks. All missed field hours due to holidays must be made up. These holidays

include Labor Day, Columbus Day, Veteran's Day, Martin Luther King Day, and President's Day. Requests for religious holidays not observed by the university or the agency should be made to the agency field instructor. Missed field hours for religious holidays must be made up.

Missed field time: Students must make up any missed field time due to personal or family illness, death in the family, and other appropriate circumstances.

Conferences and meetings: Attendance at social work conferences and meetings falling on field days may be counted as field time at the discretion of the field instructor. The decision is based on the field instructor's judgment of the relevance of the programs' learning opportunities for the student. The field instructor may expect documentation and discussion of the learning experience.

Grading

BSW field practicum students for SWK 390 and SWK 490 will be graded on a pass/fail grading system. Students will earn either an "S" for satisfactory, a "U" for unsatisfactory, or an "I" for incomplete.

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

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. The faculty liaison has the final responsibility for assigning students the field grade.

Field Problem Resolution Procedures

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

- Failure to meet generally accepted standards of professional conduct and personal integrity, such as behavior not consistent with the NASW Code of Ethics and the State of Ohio Counselor, Social Worker, Marriage and Family Therapist Board.

- Unsatisfactory practice performance, such as consistent failure to demonstrate effective interpersonal skills or lacking the emotional stability necessary for forming professional helping relationships.
- Disagreements and/or personality conflicts in the field setting; inappropriate or disruptive behavior toward colleagues, staff or field faculty.
- Agency problems having a negative impact on the field experience, such as agency personnel going on strike, agency staff reduction, and other circumstances.

The following are the sequential steps of the field problem resolution process:

- As soon as the problem is identified, the student will bring it to the attention of the field instructor, or the field instructor will bring it to the attention of the student. Together the field instructor and the student will attempt to solve the problem.
- If the student and the field instructor are not able to resolve the problem to their mutual satisfaction, both parties will contact the faculty liaison for consultation, an in-person meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the liaison should be in direct communication with both the student and field instructor within 7 working days and should notify the field coordinator of the problem.
- If the problem is still not resolved, the field instructor, student and faculty liaison will delineate, in writing:
 - A clear definition of the problem.
 - The tasks to be performed to resolve the problem.
 - The behavioral indicators of resolution.
 - A specified time line for task completion.
 - A plan for outcome evaluation.
- Each of the above parties will keep a copy of this plan for their reference. The faculty liaison will provide a copy of the written problem resolution plan to the field coordinator and student's academic advisor.
- The student, field instructor and faculty liaison will evaluate problem resolution outcomes and provide a written outcome evaluation to the student, field instructor, field liaison, field coordinator, and academic advisor.
- If the problem cannot be resolved satisfactorily for all parties, the faculty liaison will immediately notify the field coordinator and academic advisor in writing. The field coordinator will respond to the faculty liaison within seven working days. The field instructor will notify the appropriate agency personnel of the problematic situation.

- The field coordinator will determine, in consultation with the Academic Performance Committee as needed, whether or not other means, such as field reassignment, are available for problem resolution and put this in writing to the student, field instructor, liaison, and academic advisor.
- If the problem cannot be resolved by the above means, the field coordinator will notify the program director in writing.
- When the problem involves dispute over the field grade assigned by the faculty liaison, the students are to follow their respective university's guidelines as outlined in the university's *Undergraduate Catalog*.
- When the problem involves a question of the faculty liaison's performance, the field coordinator will immediately refer the matter to the program director.
- If a student is dismissed from an agency for academic or nonacademic performance, the field coordinator may recommend that the student be terminated from field. If termination from field is recommended, the field coordinator will refer the matter to the program director for possible referral to the Academic Performance Committee.
- When the field problem results in assessing the student's continuation in the BSW program, the field coordinator will refer the matter to the program director for referral to the Academic Performance Committee.

Student Safety

Students participating in field, must be aware of their environment at their placements to protect their own personal safety. Although it can be difficult to predict when dangerous situations will occur, it is important to be consciously aware of their surroundings at all times. Dealing with situations intuitively increases probability of a safe and calm response, and is therefore often the best approach.

Cleveland State University's School of Social Work will provide:

- Orientation for all entering students about safety in field.
- Copies of the Safety Policy for students, agencies and field instructors.
- Copies of the field safety power point distributed to students and field instructors.
- Case material in courses that address issues of worker safety.

A. Risk Reduction

Before student begins field placement, the field instructor should familiarize the student with the site during the orientation phase. Discussion could be based on safety procedures, expectations, and de-escalation. This conversation should include topics such as, Safety Issues Related to Working with Clients, Safety Tips

for Office Meetings, Safety Tips for Travel by Car, Safety Tips for Home Visits Stud, and post-incident protocol. Students should request a safety conversation with the field instructor, if the field instructor does not initiate it.

B. Safety Workshop

BSW students participate in a safety discussion at their orientation, prior to the start of the academic school year. The workshop is intended to increase awareness of behaviors, which encourage safety as well as guidance to avoid unsafe situations. This discussion is presented at orientation by The School of Social Work's field placement staff.

Academic Performance Committee

Within the BSW program, the Academic Performance Committee (APC) is responsible for reviewing academic, nonacademic, and field performance problems. When such problems arise, the BSW field coordinator refers the matter to the APC. In reviewing students' performance problems, the APC is guided by the standards, policies and procedures set forth in the *CSU Undergraduate Catalog* of the university, the *BSW Program By-laws*, the *BSW Program Field Manual*, the *BSW Student Handbook* and the National Association of Social Workers *Code of Ethics*.

Review by the APC is required when a student receives:

- One grade of F or a U
- Two grades of less than B or
- Two grades of NS

Mandatory dismissal by the university occurs when a student receives a grade of F for six semester credits. Academically dismissed students who petition the university for early readmission may also be referred to the APC for review. The APC does not review grade disputes. Students wishing to dispute a grade should consult the *CSU Undergraduate Catalog* for the appropriate procedures.

Dismissal for Non-Academic Reasons

The student's classroom and/or field performance must be in compliance with the university of record policies and procedures, the mission and goals of the BSW program, the purpose and values of the social work profession, and practice behaviors. In the event that the student's behavior becomes non-compliant, he/she will be referred to the APC for review. Such students may be terminated from the BSW program for reasons that include:

- Violations of the NASW Code of Ethics, especially in regard to client confidentiality and respect for the dignity and worth of clients.

- Consistent acts of racism, sexism, heterosexism, and other forms of discrimination toward clients, agency personnel, faculty, staff, and other students.
- Behavior that violates the protocol of the field practicum sites, as well as activities that create dissention among colleagues and/or supervision.
- Students violating agency's policies, procedures, and decorum.

The BSW field coordinator, BSW coordinator, or program director make the referral to the APC in writing. Within two weeks of receipt of the referral, the APC will conduct a review and make a recommendation in writing to the director regarding continuance or dismissal from the BSW program. At its discretion, the APC may request an interview with the student, the academic advisor, classroom instructor, and/or the faculty field liaison. The student may also request an interview with the APC. This request should be made to the committee co-chair located on the same campus as the student.

The program director then makes the final decision and notifies the student in writing. The student may appeal the decision by following the guidelines and procedures specified in the Undergraduate Catalog of the university.

Cleveland State University has specific policies regarding student conduct and students' rights. Cleveland State University's policy of academic misconduct deals with plagiarism, cheating, theft and other forms of misconduct. The policy also details procedures for resolution of conflicts, channels of appeal, and penalties imposed. The policy of academic misconduct is found in the university's *Student Handbook*.

THE STUDENT INTEGRATIVE LEARNING CONTRACT

The student integrative learning contract is the primary instrument for accomplishing the field education objectives. The field instructor and the student, working in active collaboration and in consultation with the faculty liaison, create the student integrative learning contract. It is an individualized achievement, which reflects a creative mix of the field education objectives; field setting needs, resources and limitations; and student's learning needs, interests, aptitudes, and career goals.

The student integrative learning contract delineates learning objectives and the assignments for the first and second semesters of the field experience. The student and field instructor should become familiar with the Performance Dimensions and Outcome Measures in the Evaluation prior to developing the student integrative learning contract. The student integrative learning contract must be submitted to the student's faculty liaison **no later than the third week** of the first semester of field. Modifications and revisions for the second semester learning contract are also **due no later than the third week**.

The program ensures that students acquire knowledge, skills, and values in advanced practice. Consequently, the learning expectations are an essential part of developing this contract, as well as a process of under girding the experiential learning. The student integrative learning contract and the evaluation depict this process. The learning contract is completed on a template in the Taskstream system and encompasses the CSWE competency areas.

Guidelines on Developing the Integrative Learning Contract

A student has primary responsibility for his/her own learning, including the preparing the student integrative learning contract. In this process, the student must identify his/her areas of interest in advanced practice and comply with the BSW program's expectations. The learning contract is developed and evaluated in Taskstream, along with all of other field-related work (logs, assessments, etc.). The contract may be modified to add or delete a student's objectives and incremental tasks.

Throughout the BSW field experience the student will develop practice behaviors which operationalize the CSWE competencies. Once the student has completed this process, he/she must confer with the field instructor to determine the opportunities within the agency to provide these learning experiences.

The field instructor is expected to discern the student's abilities and the agency's delivery of services that will optimize the experiential learning for the student. It is imperative that the student's learning is individualized.

Once the contract is completed, the faculty liaison visits the agency and in a conference with the student and the field instructor, determines whether the program's expectations

are being met and that student has the opportunity to operationalize the professional competencies through practice behaviors. The faculty liaison approves the student integrative learning contract.

The faculty liaison also visits the student's field practicum site at the end of the semester to participate in the evaluation process. The expectation is that the students will have accomplished the incremental tasks and objectives, as well as having demonstrated the practice behaviors. The faculty liaison assigns the grade based upon the student's accomplishments.

- The learning contract describes the student's learning objectives and specific learning experiences and the methods to be used in evaluating the student's performance, such as process recording, audio-visual taping, observation, and discussion.
- Learning objectives build on the student's past experiences and skills and must be sufficiently challenging to evoke reflection and curiosity.
- Learning assignments should strike an appropriate balance between participation and observation; between the student's need to be actively involved in translating theory into practice; and the student's need to be objective and learn from reflective observations.
- Observational activities should be active, not passive. They should require the student to process the observations by documenting, reporting, and discussing with the field instructor.
- Field instructors and student should continue to use the contract as the ongoing frame of **reference** for their work, and amend the contract as necessary to reflect changes in learning objectives and/or assignments.
- Field instructors and students should consult with the faculty liaison, as needed or requested, in regard to the development, use and/or major alteration of the contract.

CSWE COMPETENCIES (2015)

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

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

THE EVALUATION PROCESS

Evaluation of a student's progress is ongoing and will determine the final grade. The field instructor regularly provides feedback on the student's performance. A formal evaluation is scheduled near the end of each semester of field.

- Students must maintain their weekly logs, learning contract, and evaluations in Taskstream throughout the semester. Students who are having difficulty using Taskstream or in operating a computer must make arrangements to acquire these skills. No exceptions will be given.
- Students are evaluated throughout the semester, including on the timely submission of their work. Students must also assure that their field instructors are commenting on their work in Taskstream before submitting to their liaisons.
- Students must complete the self-assessment component in Taskstream and submit to their field instructor. Field instructors will then complete their own evaluation of the students' progress throughout field practicum.
- Following the field instructors' completion of the evaluation, students will review and save the evaluation as a PDF. Finally, students will complete the student acknowledgement **OF** faculty liaison review, upload the PDF evaluation as an attachment, and submit to their faculty liaisons (see *Taskstream Student User Guide for detailed instructions*).
- Faculty liaisons will review all submitted work and assign final grades. Grades will not be given until all assignments are completed in Taskstream. All Taskstream assignments must be completed before the end of the semester; late submissions may result in an incomplete or failure. Student with exceptional situations must be in communication with their liaisons well in advance of the end of the semester.

APPENDIX

Cleveland State University's School of Social Work FIELD PRACTICUM I SWK 390

Semester Year	Instructor Name
Office Hours	Contact Information

Course Prerequisites: Students shall complete all Social Work Core courses and must be in their year junior year, having attained a 2.0 grade point average prior to their being accepted in Field Practicum. Students must have also completed all pre-requisites for SWK 302 and SWK 303. Co-requisite: SWK 385, SWK 386 or SWK 390, and SWK 395 must be taken concurrently.

I. COURSE DESCRIPTION

Placement in a selected community-service agency for 14 hours provides an opportunity to gain experience in the application of concepts and principles of interventions through actual problem-solving in the human service context. The student is required to demonstrate the integration of skills and a professional attitude in their work with clients and the agency. Continuation onto a second field practicum (SWK 490) and completion of the major are contingent on a grade of "S."

II. COURSE OVERVIEW

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 14 clock hours per week for 15 weeks for SWK 390 Field Practicum I and 14 clock hours per week for 15 weeks for SWK 490 Field Practicum II. A minimum 420 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 18 hours per week for 12 weeks.

III. GENERALIST SOCIAL WORK COMPETENCIES

The following CSWE generalist social work competencies are addressed by the overall curriculum. For each competency, there is set of knowledge areas and practice behaviors, which are omitted here to save space, but which inform the course competencies in the next section.

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 - Engage Diversity and Difference in Practice

Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5 - Engage in Policy Practice

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

IV. COURSE COMPETENCIES ADDRESSED IN THIS COURSE

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
1	C1 PBA	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content;	1,2,3,4
2	C1 PBB	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1,2,3,4
3	C1 PBC	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1,2,3,4
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes	1,2,3,4
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.	1,2,3,4
6	C2 PBA	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;	1,2,3,4
7	C2 PBB	Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1,2,3,4
8	C2 PBC	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1,2,3,4
9	C3 PBA	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1,2,3,4
10	C3 PBB	Engage in practices that advance social, economic, and environmental justice.	1,2,3,4
11	C4 PBA	Use practice experience and theory to inform scientific inquiry and research;	1,2,3,4
12	C4 PBB	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1,2,3,4
13	C4 PBC	Use and translate research evidence to inform and improve practice, policy, and service delivery.	1,2,3,4
14	C5 PBA	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1,2,3,4
15	C5 PBB	Assess how social welfare and economic policies impact the delivery of and access to social services;	1,2,3,4

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
16	C5 PBC	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1,2,3,4
17	C7 PBA	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	1,2,3,4
18	C7 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	1,2,3,4
19	C7 PBC	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1,2,3,4
20	C7 PBD	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1,2,3,4
21	C8 PBA	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1,2,3,4
22	C8 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1,2,3,4
23	C8 PBC	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	1,2,3,4
24	C8 PBD	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1,2,3,4
25	C8 PBE	Facilitate effective transitions and endings that advance mutually agreed-on goals.	1,2,3,4
26	C9 PBA	Select and use appropriate methods for evaluation of outcomes;	1,2,3,4
27	C9 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	1,2,3,4
28	C9 PBC	Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	1,2,3,4
29	C9 PBD	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1,2,3,4

V. REQUIRED TEXT

Not Applicable

VI. EXPECTATIONS OF STUDENTS

Class Attendance Policies

Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Students with Disabilities

Students with a disability should inform the instructor during the first week so that necessary accommodations can be discussed. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC147. Accommodations need to be requested in advance and will not be granted retroactively.

VII. ASSIGNMENTS, READINGS, AND EXERCISES

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required BSW paperwork must be completed prior to the beginning of field.

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW Handbook Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU

web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18).

The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here: <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>
 If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

	Assignment or Activity Brief Description	Date Due or Date of Activity
1	Weekly Logs	Due Weekly
2	Student Learning Contract	Due by Week Three
3	Student Self-Assessment of Learning	Due by Week Twelve
4	Student Acknowledgement of Evaluation	Due by Week Fifteen

VIII. COURSE OUTLINE:

Student’s field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

IX: ASSIGNMENT DETAILS

Students are required to read the BSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a learning contract in Taskstream. This contract is to

specify the learning activities for the generalist practicum. The contract is due in Taskstream during the third to fourth week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the generalist social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a field instructor evaluation is completed by the field instructor and a grade will be assigned by the faculty liaison using a pass/fail grading system in which students will earn either a “S” for satisfactory, a “U” for unsatisfactory, or an “I” for an incomplete.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

**Cleveland State University's School of Social Work
FIELD PRACTICUM II: SWK 490**

Semester Year	Instructor Name
Office Hours	Contact Information

Course Prerequisites: Students shall complete all Social Work Core courses and must be in their year junior year, having attained a 2.0 grade point average prior to their being accepted in Field Practicum. Students must have also completed all pre-requisites for SWK 302 and SWK 303. Prerequisites: 'C' grades or better in SWK 385, SWK 390, SWK 395. SWK 490 and SWK 495 must be taken concurrently.

IV. COURSE DESCRIPTION

Continuation of SWK 390 involving an additional 14 hours per week minimum in community-service agency. Students may not receive field practicum experience for concurrent job experience, however, under exceptional circumstances, the department may agree to a field experience plan that incorporates part of a student's experience into the field practicum. Completion of the major is contingent upon a grade of "S."

V. COURSE OVERVIEW

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 14 clock hours per week for 15 weeks for SWK 390 Field Practicum I and 14 clock hours per week for 15 weeks for SWK 490 Field Practicum II. A minimum 420 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 18 hours per week for 12 weeks.

VI. GENERALIST SOCIAL WORK COMPETENCIES

The following CSWE generalist social work competencies are addressed by the overall curriculum. For each competency, there is set of knowledge areas and practice behaviors, which are omitted here to save space, but which inform the course competencies in the next section.

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 - Engage Diversity and Difference in Practice

Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5 - Engage in Policy Practice

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

IV. COURSE COMPETENCIES ADDRESSED IN THIS COURSE

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
1	C1 PBA	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content;	1,2,3,4
2	C1 PBB	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1,2,3,4
3	C1 PBC	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1,2,3,4
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes	1,2,3,4
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.	1,2,3,4
6	C2 PBA	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;	1,2,3,4
7	C2 PBB	Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1,2,3,4
8	C2 PBC	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1,2,3,4
9	C3 PBA	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1,2,3,4
10	C3 PBB	Engage in practices that advance social, economic, and environmental justice.	1,2,3,4
11	C4 PBA	Use practice experience and theory to inform scientific inquiry and research;	1,2,3,4
12	C4 PBB	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1,2,3,4
13	C4 PBC	Use and translate research evidence to inform and improve practice, policy, and service delivery.	1,2,3,4
14	C5 PBA	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1,2,3,4
15	C5 PBB	Assess how social welfare and economic policies impact the delivery of and access to social services;	1,2,3,4

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
16	C5 PBC	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1,2,3,4
17	C7 PBA	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	1,2,3,4
18	C7 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	1,2,3,4
19	C7 PBC	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1,2,3,4
20	C7 PBD	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1,2,3,4
21	C8 PBA	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1,2,3,4
22	C8 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1,2,3,4
23	C8 PBC	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	1,2,3,4
24	C8 PBD	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1,2,3,4
25	C8 PBE	Facilitate effective transitions and endings that advance mutually agreed-on goals.	1,2,3,4
26	C9 PBA	Select and use appropriate methods for evaluation of outcomes;	1,2,3,4
27	C9 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	1,2,3,4
28	C9 PBC	Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	1,2,3,4
29	C9 PBD	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1,2,3,4

V. REQUIRED TEXT

Not Applicable

VI. EXPECTATIONS OF STUDENTS

Class Attendance Policies

Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Students with Disabilities

Students with a disability should inform the instructor during the first week so that necessary accommodations can be discussed. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC147. Accommodations need to be requested in advance and will not be granted retroactively.

VII. ASSIGNMENTS, READINGS, AND EXERCISES

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required BSW paperwork must be completed prior to the beginning of field.

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW Handbook Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU

web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18).

The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here: <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>
If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

In addition to meeting the stated objectives listed in the student's learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

	Assignment or Activity Brief Description	Date Due or Date of Activity
1	Weekly Logs	Due Weekly
2	Student Learning Contract	Due by Week Three
3	Student Self-Assessment of Learning	Due by Week Twelve
4	Student Acknowledgement of Evaluation	Due by Week Fifteen

VIII. COURSE OUTLINE:

Student's field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

IX: ASSIGNMENT DETAILS

Students are required to read the BSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a learning contract in Taskstream. This contract is to

specify the learning activities for the generalist practicum. The contract is due in Taskstream during the third to fourth week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the generalist social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a field instructor evaluation is completed by the field instructor and a grade will be assigned by the faculty liaison using a pass/fail grading system in which students will earn either a “S” for satisfactory, a “U” for unsatisfactory, or an “I” for an incomplete.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

APPENDIX B – TASKSTREAM FORMS

GENERAL FORMS – ALL BSW PROGRAMS- All forms are online in the Taskstream System. Paper forms are not accepted. The forms below are just for reference.

****Please note, for the student learning contracts, the electronic versions in Taskstream have boxed in areas for students to provide a narrative or bullet points regarding what is being learned in field practicum to meet each competency area.**

BSW Field Education Program Application

* = Response is required

PART I: GENERAL INFORMATION AND PURPOSE OF APPLICATION

This application is used to assess your readiness for the BSW generalist field practicum experience and to match you with the most appropriate placement.

EVENING AND WEEKEND PLACEMENTS ARE LIMITED AND DIFFICULT TO LOCATE AND/OR APPROVE. EVENING AND WEEKEND PLACEMENTS CAN NOT BE GUARANTEED- START YOUR SEARCH EARLY.

*** PREREQUISITES (see below):**

BSW students must either be enrolled in or successfully completed the first 12 hours of BSW generalist social work courses.

Are all prerequisites complete?

- Yes
 No

*** Expected Date of Graduation:**

*** Year Admitted to the BSW program:**

Enter the year you were admitted to the BSW program. For example: 2016.

*** Year admitted to the BSW program:**

*** Will Begin Field Practicum:**

Semester	Year

Permanent Address

*** Mailing Address**

*** Email Address**

*** Contact Telephone Number**

Additional Contact Number

Work Telephone Number

Include extension (if applicable)

PART II: EDUCATION AND SKILLS

Education

* **Institution Name**

* **Dates Attended**

* **Degree/Major/Certificate**

Institution Name

Dates Attended

Degree/Major/Certificate

Academic Distinction and Honors and College Extracurricular Activities (if applicable):

Special Skills, Additional Trainings, Hobbies, Studies, Research (if applicable):

* **Foreign Languages**

What foreign language(s) do you speak?	What foreign language(s) do you understand?
--	---

* **Do you have a valid Ohio’s Driver’s license?**

Yes No

* **Will you have the use of a car for your field placement?**

Yes No

**Volunteer and/or Community Work During Past 2 Years
Organization**

Activities

Dates

PART III: HEALTH

* **Rate your general health:**

Excellent Good Fair Poor

* **Do you have any emotional or physical difficulties, which require special arrangements in a field setting? (If yes, please explain)**

No Yes

Physical Limitations (if any):

* **Letter from Disability Services Submitted:**

Yes No Not Applicable

PART IV: CRIMINAL BACKGROUND

All applicants to social work licensure are required by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to report all misdemeanor and felony convictions with the exception of minor traffic violations (DUI/OVI charges are not considered traffic violations and must be reported as criminal convictions) for licensure. For the licensure application, all charges and or convictions require a "yes" answer, even if the original charge and conviction is an expunged status. (Falsification of this field application while searching for field placement could result in delayed placement and other action, including Student Conduct Code charges, up to and including dismissal from the program). PLEASE READ CAREFULLY.

Criminal Record:

Students who have been convicted of a felony or first-degree misdemeanor will encounter very limited field placement opportunities. Please be advised that a criminal record may also affect your eligibility for any licensure through the Ohio Counselor, Social Worker, and Marriage Family Therapist Board.

* Have You Ever Been Convicted of a Felony or Misdemeanor other than a Minor Traffic Violation?

(If you answer yes, please provide the date(s) of the conviction and provide detail(s) as to the nature of the conviction so that there can be an informed effort to identify an appropriate field placement for you).

PART V: WORK HISTORY

List your paid employment during past 2 years (if applicable):

* Are you presently employed?

Yes No

If you are presently employed, are you working full time or part time?

Full Time Part Time

If you are presently employed, how many hours per week do you work?

Place of Employment (if applicable)

Address:

Phone:

Position:

Current Work Schedule

Indicate your current weekly work schedule.

Monday

AM	PM
----	----

Tuesday

AM	PM
----	----

Wednesday

AM	PM
----	----

Thursday

AM	PM
----	----

Friday

AM	PM
----	----

Saturday

AM	PM
----	----

Planned Work Schedule

Do you plan to work while you are in your field placement?

*** Place of Employment**

Do you plan to work at the same job while you are in your field placement?

*** Work Schedule**

Do you plan to work the same schedule while you are in your field placement?

Planned Work Schedule

Briefly indicate plans you may have, if any, to adjust your work schedule to accommodate field practicum schedule.

PART VI: FIELD PLACEMENT PREFERENCE

EVENING AND WEEKEND PLACEMENTS ARE LIMITED AND DIFFICULT TO LOCATE AND/OR APPROVE. EVENING AND WEEKEND PLACEMENTS CAN NOT BE GUARANTEED- START YOUR SEARCH EARLY.

*** Fields of Practice and Areas of Practice Interest**

Please indicate the areas in which you are interested.

- Addictions
- Administration
- Advocacy
- Aging
- Child Welfare
- Community Development
- Corrections
- Developmental Disabilities
- Domestic Violence
- Family Services
- Homeless

- International
- Health/Mental Health
- Immigration
- LGBTQ
- Military
- PTSD/Military
- Program Evaluation
- Public Assistance
- Rehabilitation
- Social Policy
- School
- Other:

Field at Placement of Employment: (If Applicable)

Under certain circumstances, a student may do field at her/his place of employment. The standards and requirements for this type of field placement are the same as those for all other placements in the Program. The proposed field instructor **must** be someone other than the student’s immediate employment supervisor; **must** have an MSW/MSSA degree with 2 years post-graduate experience; **must** have at least 1 year with the agency; and **must** be able to offer the student a **minimum of 1-1½** hours per week of field instruction conference time. Also, the field experience assignments **must** be different from employment activity and be educationally focused. Students wishing to do a field experience at their place of employment, **must**, in addition to this application, submit a written Field at Place of Employment Proposal (FAPE) for approval to the Field Coordinator.

Agency Name

Address

Contact Person

Phone and Extension

PART VII: SUPPLEMENTARY INFORMATION

In this part:

- Upload the Supplementary Statement
- Read and Sign the FERPA Disclosure
- Read and Sign the Informed Consent

Supplementary Statement (Must be 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 materials. Submit it as a part of your application. Please limit this statement to three (3) typewritten pages. Main considerations should include, if applicable: family background, educational experiences, extracurricular activities, employment/volunteer experiences in social agencies, personal counseling or therapy, friends and acquaintances, strengths and limitations, and your future educational and career aspirations.

*** FERPA DISCLOSURE (Please read and sign below):**

Field placement has as its purpose the opportunity for students to integrate classroom theory with client system practice and to develop professional identity and skills. Practice takes place in a broad range of social service settings. The market of available placement positions is limited, and agencies are highly selective of the students they accept. Some agencies require and execute background checks for misconduct, such as felony convictions or documented violations of the National Association of Social Workers **Code of Ethics**.

The Cleveland State School of Social Work requires each field applicant to sign this disclosure form. This form allows the School to

inform a student's prospective field agencies of current or past felonious convictions; or other disciplinary code violations of the Cleveland State University student disciplinary procedures or other similar institutions where the individual may have attended; or other misconduct in violations of the NASW Code of Ethics. Agencies need this information in order to accept you as a student.

Please sign this form below. No application will be processed without this signed area of the application.

I hereby grant permission for the School of Social Work Field Office to notify any agency to which I apply as a field student of my current or past documented felony conviction or other misconduct in violation of the NASW Code of Ethics.

Signature	Date
------------------	-------------

*** INFORMED CONSENT AND WAIVER (Please read and sign below):**

While enrolled in the Cleveland State University School of Social Work BSW Program, students will have a variety of learning experiences such as classroom activities and agency responsibilities that might expose them to situations that have the potential to cause injury or disease.

These experiences are basic to the teaching-learning process of professional Social Work education. During the educational Program, students will be exposed to methods of protecting themselves from potential risk or injury and will be expected to adhere to these methods at all times. A student should not participate in situations without prior instruction/preparation from appropriate agency staff to protect himself/herself and the client from injury.

The above information is provided to inform students of the potential risk for discomfort and/or injury that might be encountered during learning experiences provided in the CSU BSW Program. Students have the responsibility to exercise judgement commensurate with their educational level in the curriculum to protect self and others from injury.

I have read the Potential Risk and Discomfort or Injury (waiver), discussed it with the field coordinator(s), and I understand that as part of all learning experiences, I must take full responsibility for protecting myself and agree not to hold the University and its officers and employees responsible for injury.

I have been advised that all health care costs for treatment for illness or injury to me, which occur while I am performing any activity related to my placement at the agency, are my responsibility.

I have also been informed of the availability of the Health Care Insurance through Cleveland State University.

Signature	Date
------------------	-------------

PART VIII: VERIFICATION

*** Signature**

I certify that the information on this application form is complete and accurate and that I hereby authorize it to be shared with the field instructor. I understand that acceptance into the field education program is determined by the field coordinator and that satisfactory completion of field is a degree requirement.

Signature of Applicant	Date
-------------------------------	-------------

HIPAA Quiz

* = Response is required

*** 1. In HIPAA, the term “PHI” stands for:**

- Personal Health Information
- Protected Health Information
- Provider Health Information

*** 2. HIPAA allows the use or disclosure of PHI without an Authorization for:**

- A. Treatment purposes
- B. Payment purposes
- C. Healthcare Operations
- D. All of the above

*** 3. HIPAA penalties and sanctions apply only to:**

- A. Healthcare “covered entities”, as defined by HIPAA
- B. Anyone who delivers healthcare services
- C. Healthcare “covered entities” and their non-healthcare business partners
- D. Doctors, nurses, and patients

*** 4. Under HIPAA, business affiliates who are paid for work involving PHI are called:**

- A. “Business Associates”
- B. “Business Partners”
- C. “Vendor Partners”

*** 5. HIPAA penalties and sanctions can include:**

- A. Monetary fines
- B. Loss of licensure and accreditation
- C. Jail time for willful, criminal offenses
- D. All of the above

*** 6. HIPAA allows sharing basic patient information with family & friends:**

- A. As long as other basic HIPAA compliance requirements are met
- B. Even if the patient is comatose or unavailable because of emergency
- C. As long as the patient, if available and competent, does not object
- D. All of the above

*** 7. Under HIPAA, patients can refuse to allow their PHI to be shared with family, friends, or others:**

- A. True
- B. False

*** 8. A patient is admitted to the ER with injuries. The duty nurse can notify the patient's family, even if the patient is unconscious:**

- A. True
- B. False

*** 9. If a certain disclosure makes you uncomfortable, you should:**

- A. Document the incident and notify your Privacy Officer
- B. Find the affected parties and try to resolve the situation favorably
- C. Ignore the event and get back to work
- D. File a Privacy Complaint

*** 10. When "PHI" needs to be permanently disposed of, it should be:**

- A. Thrown in a trash bin or dumpster
- B. Returned to the patient or patients that the records are about
- C. Completely destroyed, preferably by cross-cut shredding or burning

*** 11. A simple way to protect PHI during conversations is to:**

- A. Keep your voice low so your conversation can't easily be heard
- B. Move the conversation to a more private area, if one is available
- C. Be aware of others around you who could overhear, and act accordingly
- D. All of the above

*** 12. HIPAA gives patients new Rights. These include:**

- A. The Right to an accounting of certain kinds of PHI disclosures
- B. The Right to request that a note or amendment be added to their medical records
- C. The Right to file a complaint with a provider, the government, or both
- D. All of the above

*** 13. In a medical emergency, HIPAA allows you to:**

- A. Disregard HIPAA temporarily and put patient safety above all else
- B. Cancel a patient's medical bills
- C. Destroy a patient's medical records

*** 14. HIPAA requires a Notice of Privacy Practices to be:**

- A. Published and copyrighted every year
- B. Given to all patients at least once, and again if major policies change
- playText cannot span more than one line!** C. Provided in five different languages

*** 15. Violations of HIPAA's Privacy or Security Rules can lead to:**

- A. Administrative Actions
- B. Civil Monetary Penalties – from \$100 to \$25,000 per incident
- C. Fines up to \$250,000 and up to 10 years in prison
- D. All of the above

*** 16. The Security Rule permits sending PHI with email, but only if:**

- A. The PHI is not terribly important
- B. The patient has signed a special email authorization
- C. Provided in five different languages

*** 17. Which of these are steps you can use to protect ePHI & computers?**

- A. Don't leave files or programs open when you leave a computer
- B. Don't insert disks or CD's into work computers without scanning them first
- C. Turn computer screens so others cannot see them, or use screen filters
- D. All of the above

*** 18. For treatment purposes, HIPAA allows the unlimited use of all a patient's PHI without an authorization:**

- A. True
- A. True B. False

*** 19. To be compliant with HIPAA, Covered Entities are required to do the following:**

- A. Adopt clear Privacy and Security Policies and Procedures
- B. Train employees on the basics of HIPAA and on HIPAA-related Policies and Procedures
- C. Secure patient records so they are protected from misuse or inappropriate disclosure
- D. All of the above

*** 20. The highest priority in all of HIPAA law is:**

- A. Patient care and safety
- B. Privacy of medical records
- C. Security of medical records
- D. The appearance of safety and security

Weekly Time Log 2016/2017

Weekly Field Hours

Indicate dates, times and number of field hours completed for this week.

Date

Hours

AM	PM
----	----

Date

Hours

AM	PM
----	----

Date

Hours

AM	PM
----	----

Date

Hours

AM	PM
----	----

Date

Hours

AM	PM
----	----

Date

Hours

AM	PM
----	----

Date

Hours

AM	PM
----	----

* Number of Placement Hours

Indicate the total number of hours at field placement site for this week. Use decimal to indicate partial hours completed during the week. For example, 8.5 hours for 8 and a half hours.

*** Total Number of Hours to Date for this Semester**

Please provide the total number of hours completed so far this semester.

*** Week's Activities**

Briefly describe the field practicum activities you completed this week.

*** Competencies Relevant for Week's Activities**

Indicate the competencies that were relevant for this week's field practicum activities. Choose all that apply for this week.

- 1. Ethical and Professional Behavior
- 2: Engage Diversity and Difference in Practice
- 3: Advance Human Rights and Social, Economic, and Environmental Justice
- 4: Engage In Practice-informed Research and Research-informed Practice
- 5: Engage in Policy Practice
- 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- 7: Assess Individuals, Families, Groups, Organizations, and Communities
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

*** Weekly Supervision**

Indicate whether you had a supervisory session with your field instructor this week.

- Yes No

Supports for Maintaining Weekly Schedule

Please indicate the sources of supports you have, if any, that make it easier to in maintaining your weekly schedule and completing your placement. Check all that apply.

- Good Class Schedule
- Family Supports
- Good Health; no health issues
- Flexible work schedule
- Consistent placement; same placement and field instructor for semester
- Does not apply; I had little or no support in completing my field
- Other. Please describe:

Barriers to Maintaining Weekly Schedule

Please indicate barriers if any, that you are encountering in maintaining your weekly schedule. Check all that apply.

- School/Homework
- Family Responsibilities
- Personal Health or Medical Concerns
- Work
- Agency Issues, such as change in placement or supervisor
- Does not apply; had no difficult maintaining my schedule

Other. Please describe:

Student Acknowledgement of Field Evaluation

* = Response is required

Student Acknowledgement of Evaluation

Complete this brief form to acknowledge receipt of your evaluation. Be sure to include any comments or additional feedback you may have on your evaluation, which will be reviewed by your field liaison. Once complete, upload a copy of your evaluation, to be reviewed by your field liaison.

*** Student Receipt of Field Evaluation**

Please indicate whether you received your completed field evaluation from your field instructor.

*** Meeting with Field Instructor**

Indicate the date you met with your field instructor to review your evaluation.

*** Student Agreement with Field Evaluation**

Indicate whether you agree or disagree with your field evaluation

*** Student Comments on Evaluation**

Provide comments to your evaluation. If you disagree with your evaluation, indicate, from your perspective, the reason(s) you disagree. Please contact your field liaison if you do not feel comfortable providing written comments.

Taskstream Forms: BSW Program (SWK 390 and SWK 490)

BSW Generalist Learning Contract

* = Response is required

PART I: GENERAL INSTRUCTIONS AND PURPOSE OF LEARNING CONTRACT

Instructions for Learning Contract

Student has the responsibility of developing the learning contract in collaboration with the agency field instructor, and in consultation with the student's faculty liaison as needed. Learning contract should be completed and signed by student and field instructor by the end of the third week of the semester. Student's faculty liaison will then review, and, indicate approval of the contract by signing. BSW students' learning contract should address learning for both semesters of their generalist, or foundation field practicum experience.

Purpose of Learning Contract

The Learning Contract identifies the learning activities that will be used to assure students have practiced and acquired the requisite generalist social work practice skills. Students' Faculty Liaison will use the Learning Contract to monitor learning and progress in skill development. The CSU Field Practicum Director may also review the Learning Contract to monitor students' learning as needed, and as part of overall monitoring and assessment of the Field Practicum Program.

* Date

Enter the date the Learning Contract is completed

* Semester of Field Practicum

Indicate the semester of your field placement

Fall Spring Summer

PART II: FIELD SCHEDULE, ACTIVITIES, & CLIENTS

Indicate regular weekly schedule, scope of activities for field, and the client populations with whom you will be working in your field placement.

Field Practicum Regular Schedule

Please indicate your regular field practicum schedule.

* Monday

AM	PM
----	----

* Tuesday

AM	PM
----	----

* Wednesday

AM	PM
----	----

* Thursday

AM	PM
----	----

* Friday

AM	PM
----	----

* Saturday

AM	PM
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* Brief Description of Field Practicum Activities and Responsibilities

Briefly describe an overview of activities that you will be engaged in at your field placement, and your areas of responsibility.

*** Brief Description of Client Population(s)**

Provide a brief description of the client population(s) with whom you will be engaged.

NOTE: Students' field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

PART III: TRAINING AND ORIENTATION

Indicate the types and completed or projected completion dates of student's orientation to the agency. All students must receive an orientation or training on agency Safety Policies and Protocols and Sexual Harassment Policies, as well as other relevant policies or training.

*** Safety Policies and Agency Protocols Training**

Date(s) and names of student's orientation to the agency, including Safety Policies and Protocols as well as other relevant policies or training.

Safety Training(s)	Agency Protocol Training(s)
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*** Sexual Harassment Training**

Indicate name and date(s) that student received training on the agency's policies on sexual harassment. Note that all training may be completed in one session.

PART IV: COMPETENCIES FOR GENERALIST SOCIAL WORK PRACTICE

The BSW generalist field practicum provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.0). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies.

Use the sections below to describe learning activities for each practice behavior and the means for assessing competence.

MEANS FOR ASSESSING STUDENT'S COMPETENCE

As part of the learning contract, carefully consider what will be used to assess students' competence. Possible sources include: 1) supervisory discussions, 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5) observation of student in team meetings; 6) review of student's paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify) 9) Review of student's process recordings may also be used.

Competency 1: Demonstrate Ethical and Professional Behavior

Indicate the learning activities and means of assessment of these learning activities for each of the five practice behaviors.

*** C1 PB A Learning Activities for Ethical Decision-Making**

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

*** C1 PBA Means for Assessing Competence in Ethical Decision-Making**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C1 PB B Learning Activities for Reflection and Self-Regulation**

Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

*** C1. PB B Means for Assessing Reflection and Self Regulation**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C1 PB C Learning Activities for Professional Demeanor**

Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

*** C1. PB C Means for Assessing Professional Demeanor**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C1 PB D Learning Activities for Use of Technology**

Use technology ethically and appropriately to facilitate practice outcomes

*** C1 PB D Means for Assessing Use of Technology**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies

- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C1 PB E Learning Activities for Supervision and Consultation**

Use supervision and consultation to guide professional judgment and behavior.

*** C1. PB E) Means for Assessing Supervision and Consultation**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Comments on Competencies for Ethical and Professional Behavior

Use this space to describe any additional planned activities that will be used to develop students' competency in ethical and professional behavior.

Competency 2: Engage Diversity and Difference in Practice

Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

*** C2 PB A Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.**

Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.

*** C2. PB A Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions

- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C2.PB B Learning Activities for Presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences**

Present oneself as a learner and engage clients and constituencies as experts of their own experiences

*** C2. PB B Means for Assessing Presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C2.PB C Learning Activities for Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies**

Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

*** C2 PB C Means for Assessing Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings

Other (Please specify):

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

Indicate the learning activities and means of assessment of these learning activities for each of the two practice behaviors.

*** C3 PB A Learning Activities for Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels**

Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

*** C3 PB A Means for Assessing Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C3 PB B Learning Activities for Engaging in practices that advance social, economic, and environmental justice**

Engage in practices that advance social, economic, and environmental justice

*** C3 PB B Means for Assessing Engaging in practices that advance social, economic, and environmental justice**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

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

Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

*** C4 PB A Learning Activities for Use of practice experience and theory to inform scientific inquiry and research**

Use practice experience and theory to inform scientific inquiry and research

*** C4 PBA Means for Assessing Use of practice experience and theory to inform scientific inquiry and research**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C4 PB B Learning Activities for Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings**

Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

*** C4 PB B Means for Assessing Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C4 PB C Learning Activities for Using and translating research evidence to inform and improve practice, policy, and service delivery**

Use and translate research evidence to inform and improve practice, policy, and service delivery

*** C4 PB C Means for Assessing Use and translation of research evidence to inform and improve practice, policy, and service delivery**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Competency 5: Engage in Policy Practice

Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

*** C5 PB A Learning Activities for Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services**

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

*** C5 PBA Means for Assessing Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C5 PB B Learning Activities for Assessing how social welfare and economic policies impact the delivery of and access to social services**

Assess how social welfare and economic policies impact the delivery of and access to social services

*** C5 PB B Means for Assessing how social welfare and economic policies impact the delivery of and access to social services**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies

Observation of student interacting with colleagues and in inter-professional interactions

Observation of student in team meetings

Review of student's paperwork, reports, and case records

Reports from colleagues, assessment of project(s) completed by student;

Review of student's process recordings

Other (Please specify):

*** C5 PB C Learning Activities for Application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice**

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

*** C5 PB C Means for Assessing Application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice**

Choose all that may apply

Supervisory discussions

Observation of student interacting with individuals, families, and groups

Observation of student interacting with community groups and organizations and other constituencies

Observation of student interacting with colleagues and in inter-professional interactions

Observation of student in team meetings

Review of student's paperwork, reports, and case records

Reports from colleagues, assessment of project(s) completed by student;

Review of student's process recordings

Other (Please specify):

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

Indicate the learning activities and means of assessment of these learning activities for each of the two practice behaviors.

*** C6 PB A Learning Activities for Application of knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies**

Apply knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies

*** C6 PBA Means for Assessing Application of knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies**

Choose all that may apply

Supervisory discussions

Observation of student interacting with individuals, families, and groups

- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C6 PB B Learning Activities for Use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies**

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

*** C6 PB B Means for Assessing Use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

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

Indicate the learning activities and means of assessment of these learning activities for each of the four practice behaviors.

*** C7 PB A Learning Activities for Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies**

Collect and organize data and apply critical thinking to interpret information from clients and constituencies

*** C7 PBA Means for Assessing Competence in Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions

- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C7 PB B Learning Activities for Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies**

Collect and organize data and apply critical thinking to interpret information from clients and constituencies

*** C7 PB B Means for Assessing Competency in Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C7 PB C Learning Activities for Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies**

Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

*** C7 PB C Means for Assessing Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;

Review of student's process recordings

Other (Please specify):

*** C7 PB D Learning Activities for Selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies**

Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

*** C7. PB D Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies**

Choose all that may apply

Supervisory discussions

Observation of student interacting with individuals, families, and groups

Observation of student interacting with community groups and organizations and other constituencies

Observation of student interacting with colleagues and in inter-professional interactions

Observation of student in team meetings

Review of student's paperwork, reports, and case records

Reports from colleagues, assessment of project(s) completed by student;

Review of student's process recordings

Other (Please specify):

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

Indicate the learning activities and means of assessment of these learning activities for each of the five practice behaviors.

*** C8 PB A Learning Activities for Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies**

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

*** C8 PBA Means for Assessing Competence in Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies**

Choose all that may apply

Supervisory discussions

Observation of student interacting with individuals, families, and groups

Observation of student interacting with community groups and organizations and other constituencies

Observation of student interacting with colleagues and in inter-professional interactions

Observation of student in team meetings

Review of student's paperwork, reports, and case records

Reports from colleagues, assessment of project(s) completed by student;

Review of student's process recordings

Other (Please specify):

*** C8 PB B Learning Activities for Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies**

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

*** C8 PB B Means for Assessing Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C8 PB C Learning Activities for Use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes**

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

*** C8 PB C Means for Assessing Use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C8 PB D Learning Activities for Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies**

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

*** C8 PB D Means for Assessing Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C8 PB E Learning Activities for Facilitation of effective transitions and endings that advance mutually agreed-on goals**

Facilitate effective transitions and endings that advance mutually agreed-on goals

*** C8 PB E Means for Assessing Facilitation of effective transitions and endings that advance mutually agreed-on goals**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

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

Indicate the learning activities and means of assessment of these learning activities for each of the four practice behaviors.

*** C9 PB A Learning Activities for Selecting and use of appropriate methods for evaluation of outcomes**

Select and use appropriate methods for evaluation of outcomes

*** C9 PBA Means for Assessing Competence in Selecting and use of appropriate methods for evaluation of outcomes**

Choose all that may apply

- Supervisory discussions

- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C9 PB B Learning Activities for Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes**

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

*** C9 PB B Means for Assessing Application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C9 PB C Learning Activities for Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes**

Critically analyze, monitor, and evaluate intervention and program processes and outcomes

*** C9 PB C Means for Assessing Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies

- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** C9 PB D Learning Activities for Applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels**

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

*** C9 PB D Means for Assessing Negotiating, mediation, and advocating with and on behalf of diverse clients and constituencies**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

PART V: VERIFICATION

*** Student Verification**

I certify that the information in this learning contract is complete and accurate and that I worked with my field instructor in completing the contract. I understand that both my field instructor and faculty liaison will review and approve this learning contract.

Signature of Student	Date
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Review and Approval

Your field instructor will review your learning contract once you have completed it. After this, your field liaison will review your learning contract. Both your field instructor and field liaison may provide you with comments and suggestions.

BSW Generalist Student Self Assessment

* = Response is required

PART I: INSTRUCTIONS AND PURPOSE OF SELF ASSESSMENT

Instructions for Self Assessment

Students have the responsibility for completing their self-assessment of their proficiency in the competencies and practice behaviors for generalist social work practice. Complete your self-assessment in the 12th week of your field practicum, to allow enough time for your field instructor to complete your semester's evaluation and for your field liaison to review.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Your individual competence is developmental and dynamic, changing over time in relation to continuous learning (CSWE EPAS 2015). Thus, it is fully expected that you will continue to develop your competence in the second semester of your placement.

1. Refer to your completed learning contract in completing your self-assessment.
2. Review your completed self-assessment with your field instructor.
3. Your field instructor will then complete your first semester evaluation.
4. Your field liaison will review your self-assessment.

Contact your field liaison with questions about completing your self-assessment.

Purpose of the Self Assessment

The Self-Assessment provides you, your field instructor, and field liaison with an indication of your self-appraisal proficiency in the competencies for generalist social work practice. Because it is based on your own beliefs about your proficiency, the actual scores or ratings are relatively unimportant. Rather, use this self-assessment to ask yourself further questions about your competency with various practice behaviors that comprise the competencies. You can use your self-assessment as a starting point for considering learning activities for your second, or specialization placement.. Your field liaison will review your assessment and may have additional comments on your self-assessment.

* Date

Enter the date you completed your self-assessment.

* Semester of Field Practicum

Indicate the semester of your field placement

Fall Spring Summer

PART II: FIELD PLACEMENT

Field Placement Supports and Barriers

In this section, you will indicate the extent that you were able to maintain your weekly schedule and the supports and barriers that you experienced as you completed your placement.

* Ability to Maintain Planned Weekly Schedule

Please use this scale to respond to the following statement regarding your placement:

"I was able to maintain my planned weekly field practicum schedule."

Response Legend:

1 = Strongly Disagree 2 = Somewhat Disagree 3 = Somewhat Agree 4 = Agree 5 = Strongly Agree

1 2 3 4 5

Maintained Weekly Schedule

* Supports for Maintaining Weekly Schedule

Please indicate the sources of supports you had, if any, that made it easier to in maintaining your weekly schedule and completing your placement. Check all that apply.

- Good Class Schedule
- Family Supports
- Good Health; no health issues
- Flexible work schedule
- Consistent placement; same placement and field instructor for semester
- Does not apply; I had little or no support in completing my field

Other. Please describe:

*** Barriers to Maintaining Weekly Schedule**

Please indicate barriers if any, that you encountered in maintaining your weekly schedule. Check all that apply.

- School/Homework
- Family Responsibilities
- Personal Health or Medical Concerns
- Work
- Agency Issues, such as change in placement or supervisor
- Does not apply; had no difficulty maintaining my schedule
- Other. Please describe:

Activities, Responsibilities, and Client Population(s)

In this section you will indicate the planned and actual activities, responsibilities, and client population(s) for this semester.

*** Brief Description of Field Practicum Activities and Responsibilities**

Indicate the activities and responsibilities you had planned for this semester as described in your learning contract on the left. You may want to copy and paste activities from your learning contract.

On the right, briefly describe your actual activities and responsibilities for this semester, describing any changes in planned activities. If they were the same, you may indicate "same as planned activities".

Planned Activities & Responsibilities	Actual Activities & Responsibilities
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*** Brief Description of Client Population(s)**

Indicate the client population(s) you had planned for this semester as described in your learning contract on the left. You may copy and paste your description of your planned client population from your learning contract.

On the right, briefly describe the actual client population(s) for this semester, describing any changes in populations with whom you worked. If they were the same, you may indicate "same as planned populations".

Planned Client Population(s)	Actual Client Population(s)
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Field Practicum Training

In your field practicum contract, you indicated the types of training you completed and planned as well as when you received training on agency Safety Policies and Sexual Harassment Policies. In this section, briefly indicate whether there were any changes or additions to your planned training.

*** Planned and Actual Trainings**

On the left, briefly describe the trainings that were planned, including trainings on safety, sexual harassment, and agency protocols and procedures.

On the right, describe any changes or additions to planned trainings.

Planned Training(s)	Actual Training(s)
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PART III: COMPETENCIES FOR GENERALIST SOCIAL WORK PRACTICE

The BSW generalist field practicum provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.2). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies.

In your learning contract, you indicated the learning activities that were planned to develop your competence. Use the sections below to describe your planned and actual learning activities for each practice behavior and the means that learning behaviors were assessed.

MEANS FOR ASSESSING COMPETENCE

As part of the learning contract, carefully consider what was used to assess your competence. Possible sources include:

- 1) supervisory discussions;
- 2) observation of student with individuals, families, and groups;
- 3) observation of student interacting with community groups and organizations and other constituencies;
- 4) observation of student interacting with colleagues and in inter-professional interactions;
- 5) observation of student in team meetings;
- 6) review of student's paperwork, reports, and case records;
- 7) reports from colleagues, assessment of project(s) completed by student; and
- 8) other (please specify)
- 9) Review of student's process recordings may also be used.

COMPETENCY 1: ETHICAL AND PROFESSIONAL BEHAVIOR

Indicate your planned and actual learning activities and means of assessment of these learning activities for this competency. You may want to refer to your learning contract in considering your planned and actual learning activities

*** Planned and Actual Learning Activities for ethical decision-making**

C1.Planned and Actual Learning Activities for Ethical Decision-Making

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

Planned Activities & Responsibilities	Actual Activities & Responsibilities
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*** Competency 1 Means for Assessing Ethical and Professional Behavior**

Choose the way you were assessed for proficiency in demonstrating Ethical and Professional Behavior

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

C1 Demonstrate Ethical and Professional Behavior

Rate yourself on each of the five practice behaviors for Competency 1 Demonstrate Ethical and Professional Behavior.

*** C1 Demonstrate Ethical and Professional Behavior: Practice Behaviors**

Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 1: Demonstrate Ethical and Professional Behavior

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C1 PB A Make Ethical Decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

CI PB B Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

C1 PB C Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.

C1 PB D Use technology ethically and appropriately to facilitate practice outcomes.

C1 PB E Use supervision and consultation to guide professional behavior.

Competency 1: Ethical and Professional Behavior Overall Assessment

Please comment on your overall self-assessment of your ethical and professional behavior

Comments on Competency 1 for Ethical and Professional Behavior

Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior

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

Using the scale below, please rate yourself on your overall proficiency for Competency 1, Demonstrate Ethical and Professional Behavior.

Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

Demonstrate Ethical and Professional Behavior

Competency 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Indicate the planned and actual learning activities and means for assessment for Competency 2: Engage Diversity and Difference in Practice

*** Planned and Actual Learning Activities for Engaging Diversity and Difference in Practice**

C2.Engage Diversity and Difference in Practice

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

Planned Activities & Responsibilities	Actual Activities & Responsibilities
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*** Competency 2: Engage Diversity and Difference in Practice: Means of Assessment**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

C2 Engage Diversity and Difference in Practice

Rate yourself on each of the practice behaviors for Competency 2: Engage Diversity and Difference in Practice.

*** C2 Engage Diversity and Difference in Practice: Practice Behaviors**

Using the scale below, rate yourself on your overall proficiency for each of the practice behaviors for Competency 2: Engage Diversity and Difference in Practice.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C2 PBA Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels

C2 PB B Present oneself as a learner and engage clients and constituencies as experts of their own experiences.

C2 PBC Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 2: Engage Diversity and Difference in Practice Overall Assessment

Please comment on your overall self-assessment of your proficiency to engage diversity and difference in practice.

Comments on Competency 2: Engage Diversity and Difference in Practice

Use this space to comment on your overall self-assessment for Competency 2: Engage Diversity and Difference in Practice

*** Competency 2: Engage Diversity & Difference in Practice: Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency 2 : Engage Diversity and Difference in Practice

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

COMPETENCY 2: Engage Diversity & Difference in Practice

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

Indicate your planned and actual learning activities and means of assessment of these learning activities for each of the two practice behaviors.

*** Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice**

C1.Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

Planned Activities & Responsibilities	Actual Activities & Responsibilities
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*** Competency 3: Advance Human Rights and Social, Economic, and Environmental**

Justice: Means for Assessment

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings

Other (Please specify):

C3 Advance Human Rights and Social, Economic, and Environmental Justice

Rate yourself for the two practice behaviors for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

*** C3 Advance Human Rights and Social, Economic, and Environmental Justice: Practice Behaviors**

Using the scale below, please rate yourself on your proficiency for the two practice behaviors for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C3 PB A Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

C3 PB B Engage in practices that advance social, economic, and environmental justice.

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

Indicate your self-assessment of overall proficiency in Competency 3: Advance Human Rights and Social Economic & Environmental Justice

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

Use this space to comment on your overall self-assessment for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Using the scale below, please rate yourself on your overall proficiency for Competency 3 : Advance Human Rights and Social, Economic, and Environmental Justice

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

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

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

Indicate the learning activities and means of assessment for Competency 4: Engage In Practice-informed Research and Research-informed Practice

*** Planned and Actual Learning Activities for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

Planned Activities & Responsibilities	Actual Activities & Responsibilities
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*** Competency 4: Engage in Practice-Informed Research and Research-Informed Practice: Means for Assessment**

Choose all that may apply

Supervisory discussions

Observation of student interacting with individuals, families, and groups

- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

C4 Engage in Practice-Informed Research and Research-Informed Practice

Rate your self on the practice behaviors for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

*** C4 Engage in Practice-Informed Research and Research-Informed PracticeL Practice Behaviors**

Using the scale below, please rate yourself on your proficiency for the practice behaviors for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C4 PB A Use Practice experience and theory to inform scientific inquiry and research

C4 PB B Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

C4 PBC Use and translate research evidence to inform and improve practice, policy, and service.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Overall Assessment

Please comment on your overall self-assessment for Competency 4:

Engage in Practice-Informed Research and Research-Informed Practice Overall Assessment

Comments on Competency 4: Practice-Informed Research and Research-Informed Practice

Use this space to comment on your overall self-assessment for Competency 4: Practice-Informed Research and Research-Informed Practice

*** Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency 4, Practice-Informed Research and Research-Informed Practice

Consider all three practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Indicate the planned and actual learning activities and means of assessment of these learning activities for Competency 5: Engage in Policy Practice.

*** Planned and Actual Learning Activities for ethical decision-making**

C1.Planned and Actual Learning Activities for Ethical Decision-Making

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

Planned Activities & Responsibilities	Actual Activities & Responsibilities
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*** Competency 5: Engage in Policy Practice Means of Assessment**

Identify all Means of Assessment for Competency 5

Engage in Policy Practice.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

C5 Engage in Policy Practice

Rate yourself on the practice behaviors for Competency 5: Engage in Policy Practice.

*** C5 Engage in Policy Practice: Practice Behaviors**

Using the scale below, rate yourself on your proficiency on the practice behaviors for Competency 5: Engage in Policy Practice .

Response Legend:

1 = Substantially Below Expectations **2** = Below Expectations **3** = Meets Expectations **4** = Exceeds Expectations **5** = Substantially Exceeds Expectations

1 2 3 4 5

C5 PBA Identify Social Policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.

C5 PB B Assess how social welfare and economic policies impact the delivery of and access to social services.

C5 PB C Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 5: Engage in Policy Practice Overall Assessment

Rate yourself on your overall proficiency of Competency 5: Engage in Policy Practice .

Comments on Competency 5: Engage in Policy Practice .

Use this space to comment on your overall self-assessment for Competency 5: Engage in Policy Practice .

*** Competency 5: Engage in Policy Practice Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency 5: Engage in Policy Practice. Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

Competency 5: Engage in Policy Practice .

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

Indicate the learning activities and means of assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

*** Planned and Actual Learning Activities for Engaging in Policy Practice**

C5.Planned and Actual Learning Activities for Engaging in Policy Practice.

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

Planned Activities & Responsibilities	Actual Activities & Responsibilities
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*** Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Means for Assessment**

Identify all Means of Assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

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

Using the scale below, please rate yourself on your proficiency for the two practice behaviors for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C6 PB A Understand the value and principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

C6 PB B Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Please comment on your overall self-assessment of your proficiency of the practice behaviors for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Overall Assessment.

Comments on Competency 1 for Ethical and Professional Behavior

Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior

*** Engage with Individuals, Families, Groups, Organizations, and Communities Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency Engage with Individuals, Families, Groups, Organizations, and Communities Overall Assessment
Consider all three practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C6 Engage with Individuals, Families, Groups, Organizations, and Communities.

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

Indicate the learning activities and means of assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

*** Planned and Actual Learning Activities for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.**

Planned and Actual Learning Activities for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

Planned Activities & Responsibilities	Actual Activities & Responsibilities
---------------------------------------	--------------------------------------

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

Means for Assessment

Choose the way you were assessed for proficiency in demonstrating Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

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

Rate yourself on each of the practice behaviors for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

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

Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C7 C7 PB A Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

C7 PB B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

C7 PB C Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

C7 PB D Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Overall Assessment

Please comment on your overall self-assessment fro Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Comments on Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Use this space to comment on your overall self-assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

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

Using the scale below, please rate yourself on your overall proficiency for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Consider all four practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C7: Assess Individuals, Families, Groups, Organizations, and Communities.

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

Indicate the learning activities and means of assessment of these learning activities for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

*** C8: Planned and Actual Learning Activities for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

On the left, indicate your planed activities for this practice behavior.
On the right, indicate your actual activities.

Planned Activities & Responsibilities	Actual Activities & Responsibilities
---------------------------------------	--------------------------------------

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

Choose the way you were assessed for proficiency in demonstrating competency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

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

Rate yourself on each of the five practice behaviors for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Response Legend:

1 = Substantially Below Expectations **2** = Below Expectations **3** = Meets Expectations **4** = Exceeds Expectations **5** = Substantially Exceeds Expectations

1 2 3 4 5

C8 PB A Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

C8 PB B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

C8 PB C Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

C8 PB D Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

C8 PB E Facilitate effective transitions and endings that advocate mutually agreed-on goals.

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

Please comment on your overall self-assessment of your proficiency of Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

Comments on Competency 1 for Ethical and Professional Behavior

Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior

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

Using the scale below, please rate yourself on your overall proficiency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

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

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

Indicate the learning activities and means of assessment of these learning activities for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

*** Planned and Actual Learning Activities for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

Planned Activities & Responsibilities	Actual Activities & Responsibilities
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*** Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Means for Assessment**

Using the scale below, please rate yourself on your overall proficiency in each of the practice behaviors for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C9 PBA: Select and use appropriate methods for evaluation of outcomes.

C9 PBB: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

C9 PBC: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

C9 PBD Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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

Please comment on your overall self-assessment of your proficiency of Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

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

Use this space to comment on your overall self-assessment for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

Using the scale below, please rate yourself on your overall proficiency for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Consider all four practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

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

PART IV: SUMMARY OF SELF ASSESSMENT FOR GENERALIST SOCIAL WORK PRACTICE

In this part, summarize your self-assessment and begin to develop a learning activities plan for your second semester.

* Summary Comments on Self Assessment

Provide overall comments on your self-assessment in the competencies for generalist social work practice.

* Means for Assessing Competency for Generalist Social Work Practice

In reviewing your identified means of assessment for the nine competencies, choose the top three means that your field instructor used to assess your competency.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

* Proficiency in Entry-Level Generalist Social Work Practice Skills

Generalist Social Work practitioners integrate the nine competencies and apply them to practice at the micro, mezzo, and macro levels.

Using the scale below, please rate yourself on your overall proficiency for entry-level Generalist Social Work Practice at this point in time.

Response Legend:

1 = Not Very Proficient 2 = Somewhat Proficient 3 = Proficient 4 = Very Proficient 5 = Highly Proficient

1 2 3 4 5

Proficiency in Entry-Level Generalist Social Work Practice Skills

Preliminary Plan for Second Semester

In the spaces below, briefly describe your preliminary plans for learning activities and client populations for your second semester placement.

*** Brief Description of Planned Field Practicum Activities and Responsibilities**

Briefly describe an overview of activities that you plan to be engaged in during your second semester field placement, and your areas of responsibility.

*** Brief Description of Client Population(s) for Second Semester**

Provide a brief description of the client population(s) with whom you plan to work with in the second semester of your field placement.

NOTE: Students' field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

Review and Approval

Your field instructor will review your self-assessment once you have completed it. At this point, your field liaison will approve the self-assessment. Both your field instructor and field liaison may provide you with comments and suggestions.

Student Generalist Field Instructor Evaluation - 2016

* = Response is required

PART I: INSTRUCTIONS AND PURPOSE OF FIELD INSTRUCTOR EVALUATION

Instructions for Evaluation

Field instructors will complete this evaluation upon review of student's self-assessment of their proficiency in the competencies and practice behaviors for generalist social work practice.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Student's individual competence is developmental and dynamic, changing over time in relation to continuous learning (CSWE EPAS 2015). Thus, it is fully expected that students will continue to develop their competence in the second semester of their placement.

1. Review student's completed learning contract and self-assessment prior to completing this evaluation.
2. Meet with student to discuss student's contract and self-assessment.
3. Provide student with preliminary feedback on your assessment of their proficiency in the 9 competencies.
2. Review the completed evaluation with your student. .
3. Student's field liaison will review and approve your evaluation.

Contact your faculty liaison with questions about completing your evaluation.

Purpose of the Evaluation

The Evaluation provides the student and the School of Social Work with an indication of your appraisal of student's proficiency in the competencies for generalist social work practice. Your evaluation, along with student's self-assessment can be used to develop plans by which students can improve their proficiency in those practice behaviors where you believe student could engage in additional learning activities in the upcoming semester to build on the proficiency you developed during this semester. You and your student can use your evaluation as a starting point for next semester. Student's assigned faculty liaison will review your evaluation and may also have additional suggestions on planning for student's second semester learning activities.

* Date

Enter the date you completed the assessment.

* Semester of Field Practicum

Indicate the semester of field placement

Fall Spring Summer

PART II: FIELD PLACEMENT

Field Placement Supports and Barriers

In this section, please indicate the extent that your student was able to maintain the weekly schedule and the supports and barriers that you believe the student experienced in completing placement activities and hours.

* Ability to Maintain Planned Weekly Schedule

Please use this scale to respond to the following statement regarding your perception of student's ability to maintain their placement schedule:

"Student was able to maintain planned weekly field practicum schedule."

Response Legend:

1 = Strongly Disagree 2 = Somewhat Disagree 3 = Somewhat Agree 4 = Agree 5 = Strongly Agree

1 2 3 4 5

Maintained Weekly Schedule

* Supports for Maintaining Weekly Schedule

Please indicate the sources of supports you perceive, if any, that made it easier for your student to maintain the planned weekly schedule and complete placement hours. Check all that apply.

- Good Class Schedule
- Family Supports
- Good Health; no health issues
- Flexible work schedule
- Consistent placement; same placement and field instructor for semester
- Does not apply; Student had little or no support in completing field

Other. Please describe:

*** Barriers to Maintaining Weekly Schedule**

Please indicate barriers if any, that you believe the student encountered in maintaining the planned field practicum weekly schedule. Check all that apply.

- School/Homework
- Family Responsibilities
- Personal Health or Medical Concerns
- Work
- Agency Issues, such as change in placement or supervisor
- Does not apply; had no difficulty maintaining schedule
- Other. Please describe:

*** Field Instructor Comments on Student's Planned and Actual Activities**

Please provide comments and feedback on your student's planned and actual activities as described in the student self-assessment.

*** Field Instructor Comments on Student's Planned and Actual Client Populations**

Please provide comments and feedback on your student's planned and actual client populations as described in the student self-assessment.

Field Practicum Training

In student's field practicum contract, student indicated the types of training completed and planned as well as when student received training on agency Safety Policies and Sexual Harassment Policies. In this section, briefly indicate whether there were any changes or additions to planned training.

*** Field Instructor Comments on Student's Actual or Planned Training Completed**

Please provide comments and feedback on your student's planned and actual training completed or as described in the student self-assessment.

PART III: COMPETENCIES FOR GENERALIST SOCIAL WORK PRACTICE

The generalist field practicum (BSW & BSW) provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.2). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies.

In student's learning contract, student indicated the learning activities that were planned to develop competence. Use the sections below to describe the planned and actual learning activities for each practice behavior and the means that learning behaviors were assessed.

MEANS FOR ASSESSING COMPETENCE

As part of the learning contract, carefully consider what was used to assess competence. Possible sources include:

1) supervisory discussions, 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5) observation of student in team meetings; 6) review of student's paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify) 9) Review of student's process recordings may also be used.

*** Competency 1 Means for Assessing Ethical and Professional Behavior**

Choose the ways you assessed student's proficiency in demonstrating Ethical and Professional Behavior

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings

- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

*** Field Instructor Comments on Student's Actual or Planned Activities for Ethical Decision-Making**

Please provide comments and feedback on your student's planned and actual activities for Ethical Decision making.

*** Competency 2: Engage Diversity and Difference in Practice: Means of Assessment**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities in Regard To Engaging Diversity and Difference in Practice

Field Instructors should comment on your overall self-assessment of student's proficiency for Competency 2: Engage Diversity and Difference in Practice

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

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice

Field Instructors should comment on student's planned and actual learning activities for advancing human rights and social, economic, and environmental justice.

*** Competency 4: Engage in Practice-Informed Research and Research-Informed Practice: Means for Assessment**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Field Instructor Comments Regarding Student Engagement in Practice-Informed Research and Research-Informed Practice

Field Instructor will provide comments regarding student engagement in practice-informed research and research-informed practice

*** Competency 5: Engage in Policy Practice Means of Assessment**

Identify all Means of Assessment for Competency 5

Engage in Policy Practice.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Field Instructor Comments on Students Engagement in Policy Practice

Field Instructor will provide comments on students engagement in policy practice as described in their learning contract

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

Identify all Means of Assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Field Instructor Comments on Student Engagement with Individuals, Families, Groups, Organizations, and Communities

Use this space to comment on your overall evaluation of student's proficiency to engage with individuals, families, groups, organizations, and communities.

*** Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Means for Assessment**

Choose the way you evaluated student's proficiency in demonstrating Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities for Assessing Individuals, Families, Groups, Organizations, and Communities

Field Instructor will provide comments on student's learning and progress regarding planned and actual learning activities for assessing Individuals, families, groups, organizations, and communities as reflected by their learning contract and student self-assessment.

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

Choose the way you assessed student's proficiency in demonstrating competency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups

- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Planned and Actual Learning Activities for Intervening with Individuals, Families, Groups, Organizations, and Communities

Field Instructors will comment on students planned and actual learning activities for Intervening with Individuals, Families, Groups, Organizations, and Communities

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

Choose the way you assessed student's proficiency in demonstrating competency for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Rating

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Field Instructor Comments on Student's Planned and Actual Learning Activities for Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities

Field Instructor will provide comments on student's planned and actual learning activities for evaluating practice with individuals, families, groups, organizations, and communities

PART IV: SUMMARY OF EVALUATION FOR GENERALIST SOCIAL WORK PRACTICE

In this part, summarize your evaluation. Work with student, in consultation with assigned field liaison, to begin to develop a learning activities plan for student's second semester (If this is a fall semester student).

*** Summary Comments on Student Self Assessment**

Provide overall comments on your evaluation of student's competencies for generalist social work practice.

*** Means for Assessing Competency for Generalist Social Work Practice**

In reviewing your identified means of assessment for the nine competencies, choose the top three means that you used to assess student's competency.

- Supervisory discussions

- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student's paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student's process recordings
- Other (Please specify):

Preliminary Plan for Second Semester

In the spaces below, briefly describe your recommendations on preliminary plans for student's learning activities and client populations for second semester placement (If student is in Fall semester).

Brief Description of Planned Field Practicum Activities and Responsibilities

Briefly describe an overview of activities that you believe would be beneficial for student to further develop competency in generalist social work practice skills. You may also want to describe possible areas of responsibility for student's second semester field practicum. This can serve as an initial guide to develop student's second semester learning contract.

*** Brief Description of Client Population(s) for Second Semester (If Student has completed first Semester)**

Provide a brief description of the client population(s) for student's second semester field practicum placement.

NOTE: Students' field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

Review and Approval

1. Complete evaluation.
2. Review and discuss with your student.
3. At this point, student's assigned faculty liaison will review and approve the evaluation. Faculty liaison may provide comments and suggestions for final completion of the evaluation.

APPENDIX C – FIELD AT PLACE OF EMPLOYMENT PROPOSAL



College of Liberal Arts
& Social Sciences

School of Social Work Field at Place of Employment Proposal

Students wishing to do their field placement at their place of employment must submit, to the Field Coordinator, a written proposal for their field experience. The proposal must conform to the guidelines listed below and demonstrate how the proposed experience meets the mandatory requirements of the Field Education Program. ***Please complete the proposal using the following outline in a typed and double-spaced attachment.***

- I. Student Information and Date of Submission
 - a. Student's Name
 - b. Student's Telephone Number(s) and Email Address

- II. Agency Description
 - a. Name and address of agency
 - b. Overall mission of the agency
 - c. Types of programs/services provided
 - d. Target population(s) served

- III. Student Employee Status
 - a. Job title and description, length of employment
 - b. Name, phone number and email address of immediate 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 be different from those that are a part of the student's employee job description.
 - b. Describe what you hope to learn from the above experiences.
 - c. Describe how the time spent in field will be distinct from normal working terms of both proposed assignments and in terms of specified time frame in which these activities will occur. Field time **must** be in blocks of not less than 4 hours.

- d. Describe how the agency will cover the student's employment activities while the student is in field; for example, provisions for covering emergencies that would normally be a part of the student's employment activities.

V. Proposed Field Instruction

- a. Name, phone number and email address of proposed field instructor.
- b. The proposed field instructor **must** be someone other than the student's immediate employment supervisor; **must** have MSW or MSSA degree (no non-social work degree is accepted); **must** have two years post-master's experience; and **must** have a minimum of one year with the agency.

VI. The Proposal

- a. Must include at the bottom, the signature of the student; his/her immediate employment supervisor; and the proposed field instructor, including academic degree.
- b. Will be accepted contingent upon its conformity with the program requirement for filed at place of employment.