

FIELD MANUAL

**Baccalaureate
Social Work**

**PRESENTATION COLLEGE
2008 - 2009**

TABLE OF CONTENTS

Introduction to this Manual	3
Mission Statement and Goals of BSW Program.....	4
Objectives of Field Placement/Practicum	5
Evaluation of Student Readiness For Field Practicum and Procedures for Placement	7
Student Self Assessment/Application Forms	9
Additional Policy	16
Criteria for Field Practicum Agencies.....	18
Criteria for Field Instructors	19
Responsibilities of: Field Instructor.....	19
School/Director of Field Education	20
Student.....	21
Supervision in the Field.....	22
Evaluation and Grading Policies.....	23
Discontinuance/Grievance.....	24
Syllabus for SW415-425	26
Field Agreement between Agencies and Presentation College	41
Agreement between Field Instructor and Presentation College	42
Interviewing for Field Placement/Practicum Guide.....	43
Suggestions for student orientation to agency	44
Learning contract guide.....	45
Field Practicum Time Sheet	46

Instructions on Filling out time sheets47

Student evaluation of field placement.....48

Field instructor evaluation of student/placement
SW415/425.....52

Summary: NASW Code of Ethics61

INTRODUCTION TO THIS MANUAL

Field practice has always been an integral part of any social work education. This manual provides guidelines, expectations, and procedures the field practicum. Each student, faculty member, agency, and field instructor should have access to this manual and familiarize themselves for the tasks and activities.

Field Instruction is an important and integral function of the BSW educational experience at Presentation College. The program is designed so that in the first year, a basic knowledge of the profession of social work is learned. In the first two years of the program, students will undertake a volunteer service experience. This service learning will consist of 100 hours in an agency or project. Its purpose is to help the student perceive the breadth of the social work profession, understand the complexities, and begin to develop a commitment to its goals. As the student continues with his/her social work education, practice classes are added in the third year. When the student enters the field experience in the senior year, he/she should have a knowledge of practice and theory which will be continually integrated with the understanding-doing in the field experience. The senior field experience includes a seminar for the student to continue to develop self-awareness and integration of practice methods.

Presentation College Social Work Program Mission

The baccalaureate social work program at Presentation College offers students personal, academic and professional development opportunities designed to prepare them for entry into beginning generalist social work practice with individuals, families, groups, organizations and communities. This experience is based on a liberal arts preparation with social work knowledge, skills, values, ethics and research integrated throughout the curriculum. The mission promotes responsibility and leadership within the profession of social work, as well as the community at large. This is realized by promoting social and economic justice and alleviation of human suffering through the practice of social work; including the empowerment of diverse and oppressed populations and the advocacy of appropriate social policy.

Goals of the Baccalaureate Degree of Social Work

The Baccalaureate degree of Social Work at Presentation College has the following goals:

1. To prepare students to become generalist practitioners in social work by instilling necessary knowledge, skills, values, and ethics.
2. To prepare students for practice with diverse populations and to advocate for social justice and peaceful problem-solving.
3. To prepare and promote students ability to be self-actualizing, self-critical and accountable.
4. To provide a foundation in the liberal arts and natural sciences that will promote life-long learning and strengthen student effectiveness as a professional and as an informed citizen.
5. To prepare students for entry into a MSW program.

The goals are met by a liberal arts course of study and perspective. A strong liberal arts base is provided prior to acceptance into the practice classes in the junior year. A strong professional base is then provided through the social work curriculum.

Social Work Field Practicum I SW415 OBJECTIVES

During SW415, the student will integrate generalist social work practice in the field setting by:

1. Applying the social work problem solving process, including assessment, goal development, intervention strategies and program evaluation;
2. Understanding the mission, philosophy, services, organizational structure, funding, and policies and procedures of the selected agency/program;
3. Understanding the diverse client population served and the systems which interface with the individuals served;
4. Identifying unique practice issues with women, minority groups, and special populations;
5. Demonstrating an identification of personal, professional and agency values and understanding how they have an impact on the client;
6. Understanding the functions of related resources and delivery systems within the field agency and the community;
7. Demonstrating conceptualization and writing skills by completion of psychosocial assessments, on-going recording and other paperwork required by the agency;
8. Identifying practice outcomes and planning research processes to measure practice efficacy;
9. Demonstrating the social worker's role in terms of professional ethics, supervision utilization, confidentiality and accountability to the client system.

Completion of the objectives for the first field practicum (SW415) will allow the student to become more functionally involved in the agency and client systems during SW425. Achievement of these objectives is based on:

- a. Field instructor's assessment (using evaluation form for SW415).
- b. Active participation in the SW415 seminar (including completion of field logs).
- c. Learning contract.
- d. Agency analysis paper.

Social Work Field Practicum II SW425 OBJECTIVES

During SW425, the student will build on the generalist social work practice experiences and learning acquired during the first semester by:

10. Continuing to demonstrate, and increasingly refine the social worker's role in terms of professional ethics, supervision utilization, confidentiality and accountability to the client system;
11. Increasing practice responsibilities at the practicum site, as appropriate to need and supervisor's discretion;
12. Effectively measuring the efficacy of her/his social work practice, utilizing single system design methods, and/or other research methodologies appropriate to the setting and practice;
13. Professionally assessing the service provision system and identifying gaps in this service provision; advocating for and where feasible, developing just and responsive services to fulfill unmet needs;
14. Actively promoting professional social work at the practicum site, during Social Work Month in March.

Achievement of these second semester field practicum objectives is based on:

- a. Field instructor's assessment (using the evaluation form for SW 425).
- b. Active participation in the SW425 seminar (including completion of field logs and textbook assignments).
- c. Self-efficacy paper of student, based on experience at the field site, during Field Practicum II;
- d. Research project based on a practice evaluation method;
- e. Case post presentation

EVALUATION OF STUDENT READINESS FOR FIELD PRACTICUM AND PROCEDURES FOR PLACEMENT

A field practicum is generally scheduled for the fall and spring semesters of the senior year or a summer block placement after the senior year. On rare occasions, a student may petition to complete a summer block placement after the junior year. The school recognizes that, at times, there will be variations in this scheduling. However, the decision regarding readiness for the field practicum will be made in conjunction with the student, the student's advisor, and the Director of Field Education. The student should show a responsibility to self, school, and the profession of social work prior to placement, by honestly assessing her/his level of preparedness, developing a resume and completing all scheduled site appointments in a professional manner.

The student must maintain a 2.5 grade point average and receive at least a "C" in all Social Work classes, and receive satisfactory reviews from the student's advisor during semi-annual conferences. These conferences evaluate the behavioral components of the Social Work education process, focusing on attendance patterns, grade attainment, assignment completion, etc. Students may not complete their field practicum in the same setting as their 100 hours of volunteer experience.

Prerequisites to field practicum include admission to the Social Work Program and completion of all practice classes. If the student meets the prerequisites, the next step is a conference with the advisor. At the recommendation of the advisor, the Director of Field Education will meet with the student to evaluate learning goals and objectives. During the spring semester before the practicum is planned, the cohort will begin both individual and group meetings with the Director of Field Education. Assignments are required as well as a complete and approved resume.

With the approved resume, the student will set up two interviews at agencies with differing client populations. During the same time period, the student should complete the field readiness evaluation forms and obtain three references. These should be forwarded to the Director of Field Education no later than March 15. This information will be used in preparation for placement and to determine a student's readiness for a practicum.

Once the Director of Field Education has approved a placement, a contract will be sent to the agency for approval. This is the official approval of the field site agreement. A student may not begin a field placement until the contract has been signed by both the agency and the college.

Mutual exchange of information will take place throughout the placement process (interviewing, screening) of the field practicum and throughout the practical experience. This exchange will take place with agencies that have been identified by the student as a potential practicum site. Information might include, but not be limited to: classroom behavior, professional performance, interpersonal relationships with colleagues and supervisors, attendance, timeliness of assignments, etc.

Students considering an atypical field placement or practicum should consult with the Director of Field Education. These placements may include agencies outside the geographical region or at the student's site of employment. Presentation's philosophy is to be as flexible as possible, yet

still meet the educational objectives of the program. The final decision on all placements is retained by the Director of Field Education.

NOTE: Due to the time required to complete all the elements of the above process, students should plan to initiate all meetings with their advisors and the field coordinator well in advance of the anticipated semester they wish to enter the field.

Student Self-Assessment for Field Readiness

(Part I)

As part of professional preparation and development, self-assessment is an essential tool for self-discovery as well as for use as a process for lifelong learning and informed professional development. In order to prepare students for their practicum, it is important to explore how the knowledge and skill you have learned and modeled in your courses and the volunteer/other related experiences are fundamental to your readiness to participate in the field.

Section I: Professional Conduct

Professional conduct includes a variety of components. Throughout the program, students have opportunities to be mentored and to model as well as explore professional behavior, values, and philosophical practices. It is important to consider your experience with these components as you consider your readiness and preparation for embarking on integrating your classroom learning with your field experience.

Please take some time to carefully reflect on each statement and write the number that you believe best describes you next to the statement

Key	Always	Most of the time	some of the Time	Never
	4	3	2	1

A: Responsibility to Others

___ I attend class regularly

___ I call my instructor to let him/her know if I am ill or have a scheduling conflict

___ I am punctual to class

___ I turn in my assignments on time

___ I demonstrate my respect for others in class by:

___ Participating/sharing verbally

___ Participating/sharing non-verbally minimizing side conversations

___ Listening to others' views and ideas without interrupting

___ Understanding others' needs by putting myself into others' situation

B: Values

*Consider the following case examples, and please respond with a paragraph on each on how you would handle the situation. **Link your response to the NASW Code of Ethics.** (Feel free to use a separate sheet of paper if necessary).*

You work in a shelter for runaway teens and one of your clients was found distraught and balancing on the handrail of a bridge last Friday evening. The police brought him back to your agency and you were on night duty. Shortly afterwards, the local paper called asking the young man's name for an article on youth suicide attempts.

A colleague is angry and [badmouthing] other professionals in the community.

You are a child protection worker. Your supervisor wants you to petition the Court to terminate parental rights when you feel that it is not appropriate.

C. Philosophical Practices

When considering your knowledge and experiences with the program’s philosophical framework of practice, please use the scale below to number how confident you feel with embracing each philosophy as you think about beginning your field work.

1	2	3	4
Very Confident	Somewhat confident	Unsure	Uncomfortable with this Philosophy/practice

_____ Strengths perspective _____ Generalist practice
_____ Systems theory _____ Individual
_____ Organizations _____ Groups _____ Communities

Section II:

You bring a vast array of experiences, knowledge, and skills to field practice. As you prepare for your practicum, consider the strengths you have now. Describe your learning and professional development, including any volunteer experiences you may have had.

Volunteer Agencies:

Name of agency:

Supervisor

Dates of service

Name of agency:

Supervisor

Dates of service

Name of agency:

Supervisor

Dates of service

Please feel free to attach additional pages of related experience if necessary

Student Self-Assessment for Field Readiness (Part II)

Section III: Managing the Administrative Dimensions of your Field Experience: Preparation/Pre-Planning for Entering the Field

It is important for students to take time to prepare for a field placement. This section incorporates a checklist of tasks and questions with regard to the administrative preparation for your field experience.

Please check Yes or No to best describe whether or not you have completed the following tasks:

<u>Yes</u>	<u>No</u>	
___	___	I have completed Chapters 1-2 of the text
___	___	I have met with my advisor to consider preparedness
___	___	I have completed my Resume
___	___	I have met with the Director of Field Education
___	___	I have completed two interviews with field instructors identified in my field of interest

→Agency 1: Agency where interview took place

Date of interview _____ Field Instructor Interviewed

→Agency 2: Agency where interview took place

Date of interview _____ Field Instructor Interviewed

For each agency you interviewed at, please discuss your experience during the interview and address issues such as the following:

What is the mission of this agency?

What is the population it serves?

What kind of experience could you expect (types of tasks a student would be asked to do)?

Who will be the field supervisor?

What kind of field supervision could you expect?

Other suggested questions can be found on page 44 of this Manual.

After summarizing each individual interview, please prepare an essay as to your choice of agency to serve based on the information you learned in the interviews. This might include such things as:

- Kind of experience you refer (broad based vs. intensive, micro vs. macro, etc).
- How your agency of choice will meet this preference.
- What you can offer the agency and what the agency can offer you.
- Why you feel working with this population would be a good fit for your skills.

Availability

Using the key below, please write the number that best reflects your response to the statements that follows:

_____ I plan to work _____ hours/week while I complete my field experience.

_____ I do not plan to work outside of my field experience.

_____ I'm confident my work schedule will not interfere with my field experience.

_____ There are other obstacles to being available 15-30 hours per week that I anticipate

Please explain:

_____ I have some special needs to consider

Please explain:

Within a professional community, references are used to share insights and experiences as we welcome new members and transition ongoing members to new jobs within the community. References provide an opportunity to learn how others perceive your strengths and areas that are more challenging to you.

Please attach reference forms from at least three of the following:

- advisor
- other social work faculty
- Volunteersupervisor
- Fellowstudent

Field Readiness Reference Checklist

Student's name: _____

Your name: _____

Capacity in which you know this student (Faculty Advisor, Faculty Member, etc)

Date: _____

Please use the following scale to indicate your sense of the student's readiness for the field on each of the following items:

1	2	3	4	5
Not present	Emerging	Demonstrating	Outstanding	Not Applicable

Professional Conduct

- _____ 1. Takes responsibility for own learning
- _____ 2. Asks for help appropriately
- _____ 3. Comes prepared to participate
- _____ 4. Can disagree and process a non-defensive discussion in that circumstance
- _____ 5. Recognizes his/her own issues and is willing to discuss those
- _____ 6. Self discloses appropriately
- _____ 7. Maintains appropriate boundaries

Knowledge & Skills

- _____ 8. Awareness of the nature and needs of clients
- _____ 9. Sensitive to cultural, racial and ethnic differences
- _____ 10. Understand the role of primary networks, natural helpers and social support systems to improve client functioning.
- _____ 11. Ability to apply basic research methods and concepts to practice
- _____ 12. Understands the purpose of inter-professional collaboration in relationship with clients, community members and inter-agency professionals.

Values

- _____ 13. Demonstrates commitment to the NASW Code of Ethics;
 - _____ Human Rights
 - _____ Social & Economic Justice
 - _____ Celebration and understanding of diversity
 - _____ Strengths perspective
- _____ 14. Examine one's own value orientation and feelings

Other comment

Additional Policy

Exceptions for block/concurrent placements

Block placements are generally allowed only in the summer. Rare exceptions may be made for the academic year, but must be approved by the Director of Field Education. A request for a block placement during the academic year must be made in writing by March 15 for the following academic year.

Practicum different from Volunteer Experience

In planning for a field practicum, students should keep in mind that in order to best receive a diverse education, the practicum shall not be at the agency where the student completed the 100 hours of volunteer experience.

Time between practice courses and field practicum

The student will generally complete the three course series of practice in the junior year just prior to the field practicum. Should a student not proceed directly to the field practicum, there shall be no more than a year's lapse between the completion of the practice series and the beginning of a practicum experience. Exceptions to this requirement require department approval.

Early finishes

Students who begin or complete their 400 hours early during a concurrent placement must begin, continue and end the seminar process with the practicum cohort. In addition, a minimum number of hours per week are required throughout the academic year, regardless of the number of hours completed. Students and Field Instructors should keep in mind that the 400 hour requirement is a minimum only.

Specific agency requirements, e.g. Health forms, drug testing, background checks

Agencies should forward for their file any specific requirements for placement at the agency so that a student may make an informed decision. In addition, the agency should define if there are any activities that practicum students are not allowed to do.

Employment

Generally, practicum placements are not allowed at the agency of a student's employment. If a student pursues this avenue, the availability for release time for course and field instruction should be ensured. Student assignments and supervision should differ from those of the student's employment. It should also be demonstrated that there is no diminution of the program's established standards and requirements in class and field practicum and the instruction is educationally focused rather than solely centered on the agency services.

Paid Practicum

A paid practicum is allowed assuming that the agency meets the same criteria as all other placements (see employment above).

Time Requirements and Vacations

Each student must complete a minimum of 400 hours of field practicum. The hours in the field should be negotiated and decided upon in the interview and meet the needs of both the student and the agency. It is the student's responsibility to comply with the hours agreed upon. Common courtesy and professionalism are expected if the student is unable to attend; this includes notification for absences and arranging to make up missed hours.

Field agencies are requested to respect school holidays and vacations. It is recognized by the school, however, that vacations can cause discontinuity in client services. Therefore, it is the student's responsibility to make any necessary arrangements for coverage during vacation periods.

Transportation

Students are responsible for their transportation to and from the field site. It is also acknowledged that transportation will often be part of a job description; this should be discussed in the placement interview. Should transportation be required by the student within the field placement, agencies are encouraged to assist, if possible, with the student's out-of-pocket expenses. Sometimes this is not possible and students should therefore be prepared to bear the cost of transportation within the field placement.

Liability Insurance

Liability insurance for students is provided by Presentation College. The cost of this is reflected on the student fee statement.

Criteria for Field Practicum Agencies

1. A commitment to social work education.
2. A willingness to provide the student with the breadth and depth of social work practice experiences necessary to integrate social work practice theories and methods.
3. A willingness to provide the field supervisor with the time and resources to supervise, support, and challenge the social work student.
4. Active participation in the field instructor's training program offered by Presentation College Social Work Program.
5. A mission compatible with the values and ethics of the social work profession.

To become a field placement/practicum setting, an agency should submit the following in writing:

1. Materials explaining its goals, objectives, programs, and populations served.
2. A description of the potential experiences a student might expect to receive, including tasks, responsibilities, exposure to clients, and other involvement with staff and agency.
3. A description of the supervision available, including a list of potential field instructors and their resumes.
4. A statement of commitment to social work education and agreement to release time for field instructor training and at least one hour per week for field instruction supervision.

Assuming agreement between the field director and the agency, a contract will be made available for signature (see appendix).

CRITERIA FOR FIELD INSTRUCTORS

1. The ability to organize tasks and serve as a teacher and role model
2. A willingness to devote time and expertise to students
3. A strong commitment to the profession of social work and a conviction for professional social work education
4. The ability to supervise and evaluate in a constructive, non-threatening manner
5. A BSW or MSW degree, plus adequate experience to make one comfortable in their social work setting; should an MSW degree be lacking, the student must have access to social work supervision either through other personnel within the agency or through the College social work program.

FIELD INSTRUCTOR RESPONSIBILITIES

1. Attend orientation of the field instructors prior to acceptance of a student.
2. Work cooperatively with the student to build a learning contract.
3. Monitor student progress and provide a minimum of one hour per week in supervision with the student.
4. Agree to be evaluated by the student and the Director of Field Education.
5. Commit to working cooperatively with the Presentation College faculty and administration.
6. Have the ability to create and sustain student growth, as well as inspire students.
7. Accept the responsibility to evaluate students.
8. Agree to notify the field director of any difficulties encountered throughout the student placement.

RESPONSIBILITIES OF SCHOOL/DIRECTOR OF FIELD EDUCATION

The Director of Field Education is the party responsible for meeting the objectives of field instruction. The following are the responsibilities of that individual.

1. Recruit and retain agencies used as field sites, assuring that they meet the criteria and objectives cited in this manual.
2. Placement of students in field sites, using discretion of match to meet the needs of both the student and the site. This will be done in cooperation and conjunction with the student, the student's advisor, the Field Committee and the agency.
3. Orientation of both students and agencies to the objectives, policies, and format of field placement.
4. To establish liaison between the school and agency for purposes of evaluation and support.
5. Dissemination of written material, forms, and other information necessary to the students, field instructors, and other pertinent parties.
6. Provide prompt attention to any problem experienced within field placement as reported by field instructor or student.
7. Provide training opportunities including, but not limited to, orientation, training in supervision, and other education in regard to field instruction.
8. The review of all evaluations and assignment of grades.

STUDENT RESPONSIBILITIES

The field experience is designed to meet the educational objectives of the student. The objectives will be met with the assistance of the field instructor, agency, and Director of Field Education. The student's responsibilities are to:

1. Consult in the process of selecting a field site, defining learning needs and goals.
2. Develop, in consultation with the field instructor, a learning contract.
3. Fulfill a 200-hour/per semester time commitment to the agency.
4. Cooperate with the field instructor and Director of Field Education in continuing assessment and evaluation, including the skills, values, and knowledge of social work.
5. Participate in the integrative seminar as scheduled by the Director of Field Education.
6. Complete all written requirements which may include but not be limited to time documentation, journal, written evaluations, process and/or summary recordings.
7. Notify Director of Field Education of any difficulties that may arise during placement.
8. Conduct oneself as a professional at all times, adhering to the NASW Code of Ethics and NASW Standards of Practice.
9. Comply with agency routines and regulations, fulfilling any assigned tasks as requested.

SUPERVISION IN THE FIELD

Supervision is both a "right" of the student and a "responsibility" of the faculty and the agency. The supervisor must be open and flexible in providing various types of supervision. She/he needs to maintain a focus on the student's needs and educational objectives as well as the agency's needs and objectives.

All areas of student performance should be evaluated and discussed; these include management of caseload responsibilities, ability to effectively interact with other staff, administrative performance and accountability, personal reliability, verbal and written communication skills, etc.

As part of the supervisory process, feedback should be given as immediately as possible and structured in such a way as to facilitate, rather than impede, the educational process. Positive feedback should be provided when appropriate. Negative feedback must be presented in a manner that can be assimilated, and then opportunities demonstrating that this feedback has been utilized (by performing the same task again) must be permitted. All persons involved in supervising or working with a student should be afforded an opportunity to provide feedback.

Each student should have a weekly minimum of one hour of individual supervision. Group supervision sessions may require more time. This periodic supervisory conference is probably the best tool the supervisor has for understanding the student and for appraising his/her strengths and needs. Students should be required to adequately prepare for these conferences, and part of their evaluation should focus on the appropriate use of and preparation for either individual or group supervisory sessions.

In addition to periodic conferences, supervisors may require some process recording or other method which will clearly demonstrate student skill and performance. Such concrete examples and experiences are necessary if the supervisor is to assess how a student is functioning. Creative and selective means of direct access to and review of the student's performance is an essential aspect of student supervision.

Students need regular on-going assignments, providing them with good working experiences which are not overwhelming, and allow them time to interact with other staff regarding their experience. No matter what the student's task, it is important for his/her supervisor to work closely with the student and for the student to adequately prepare to advise the field instructor of his/her progress and problems.

Most training experiences are planned with direct client contact in mind; however, we feel that in principle these recommendations should be utilized for student placements which include community organization, planning, or administrative functions.

The supervisor's concern is with the educational progress of the student in day-to-day practice within the agency. When the student has personal problems of significance to the educational experience, these problems should be discussed with the student and referred to the Director of Field Education.

EVALUATION AND GRADING POLICIES

It is expected that evaluation will be a continuing process in both weekly supervisory conferences and the integrative seminar. All evaluations will include the student, field instructor, and field director/liaison. However, there will be a minimum of two formal evaluations each semester. At midterm, the field director will meet with the student and field instructor to assess the student's progress, strengths and areas for improvement. Again, at the end of the semester there will be a formal evaluation with the same parties present, this time using the field instructor evaluation as a tool of measurement for evaluative purposes. Evaluation of the practicum experience during block placements will take place at the end of SW415 and SW425. Should any issues or concerns arise, any party should make contact with the field liaison in an expedient manner. It is expected that strengths and areas for improvement will be identified, that measurement for identified learning goals and objectives the student is obtaining and which are still lacking, and a general measurement of the educational level of the student. A grade will be assigned at midterm and at the end of the semester. The field instructor is asked to make recommendations of a grade, but the final grading responsibility is retained by the Director of Field Education.

The student will have the opportunity to evaluate the supervision in the field (using the student feedback report), the overall practicum experience and the seminar.

In all evaluative processes, the parties involved will have the opportunity to discuss and respond both orally and in writing.

Although there will be periodic and routine evaluations, it should be noted that any party involved may request an evaluative conference at any time.

DISCONTINUANCE/GRIEVANCE

Unfortunately, there may be situations in which a student may be unable to perform the expectation of the field experience or practicum. Some reasons for this might include:

1. Academic difficulty (falling below a 2.5).
2. The inability to relate to others in a positive and professional manner.
3. The inability to perform in a professional manner (appearance, acceptance of supervision, lack of responsibility, general demeanor).
4. The inability to be aware of self and how one is perceived by others and affects others.
5. The inability to use sound judgment in seeking help for problems, medical or emotional that may interfere with performance.
6. The lack of adherence to the Code of Ethics and NASW Standards of Practice.

In the unlikely event that any of these should occur, it will be brought forth in evaluation. The Director of Field Education has the responsibility to discuss informally with the student the concerns and what action must be taken to remedy the situation. If the situation is not remedied at this point, the student will be put on a probationary status for the rest of the current semester. Only as a last resort will the student be discontinued from the field placement.

All of the above situations will be documented in writing with both the student's and the Director of Field Education's signatures acknowledging the problem and agreement regarding a plan of action to change the situation.

A grievance is considered a dispute or disagreement in regard to any activity involving grades, behavior, or quality of instruction. Grievances are not meant to be a solution to personal differences. The following steps should be taken if a student feels that they have been treated unfairly and a grievance is appropriate.

1. Meet with the field instructor or individual involved in an attempt to resolve the dispute informally.
2. Meet with and share concerns with the Director of Field Education.
3. Meet with the BSW Program Director.

4. Meet with and share concerns with the Student's Advisor.
5. The next step in the grievance process is the Department Chair. If agreement is not reached up to this point, the student should document in writing the nature of the grievance and their perception of potential resolution. This grievance must be filed with the Director of the Program within 30 days of the grieved action. This document should be signed, dated, and forwarded to the Department Chair with copies to all concerned parties, which include but are not limited to the instructor, the advisor, and the Program Director. The Department Chair shall respond to the student's concern within a 10-day period of time.

COURSE SYLLABUS

Course Title & No: Field Practicum SW 415-425

Credit Hours: 10

Class time: TBA

Field: Arranged with agency

Supervision: Arranged with instructor

Prerequisites: Admission to the Social Work Program, SW373, SW383 & SW354.

Prerequisite to 425: Successful completion of SW415

Textbook Required:

Presentation College Field Manual & Student Handbook

Purpose of Course:

The purpose of the field practicum is to provide student with an educationally focused, carefully planned and supervised learning opportunities which are consonant with the objectives of the Presentation College Social Work program. The experience is geared toward integrative learning and the development of the student's ability to link knowledge, perception and facts to form a connected whole in social work practice.

The course also has the supplemental purpose of evaluating the student's mastery of program objectives and suitability for a career in social work. A negative evaluation may result in the student not being able to continue in the Social Work program.

SW 415 is the beginning of the experience. During this course, the student will become oriented to the agency and develop a learning contract. The student will begin to identify the integrative nature of social work education and practice.

SW425 has all the same objectives of 425, but the student is now expected to implement the learning contract to completion, and master skills of generalist social work practice.

Course Description:

SW415

This course introduces the social work program senior to the actual practice of generalist social work in an agency setting. Students are provided with an opportunity to apply social work knowledge, skills and values learned in the classroom, to the needs and environment of the client population served.

SW425

This course will continue to build on the practice of generalist social work in an agency setting, initiated during SW415. Students are expected to increase their application of social work knowledge, skills, and values learned in the classroom, to the needs and environment of the client population served by the field agency. This should include increased workload responsibilities, as well as refinement of practice skills.

Delivery Methods:

Practice in a community agency setting

Classroom- integrative seminar

Method of Evaluation SW415

Field Instructor Evaluation	50%
Attendance & participation in seminar.....	20%
Agency Analysis	10%
Personal Log.	10%
Learning Contract.	10%

Method of Evaluation SW425

Field Instructor Evaluation.....	50%
Attendance & participation in seminar.....	10%
Case/ Poster Presentation	15%
Personal Log.....	10%
Personal assessment	5%
Research Project.....	10%

Course Objectives:

All course objectives directly reflect program objectives. Measurement of these is determined through evaluative tools discussed in this syllabus.

Program Objective # 1:

Apply generalist practitioner multi-phase intervention processes along with creative and critical thinking in practice with individuals, families, groups, organizations and community.

- a) The student will establish and maintain effective helping relationships with a variety of clients.
- b) The student will increase knowledge and use of intervention theories and techniques particularly as they are applied within the field settings.
- c) The student will become involved with interventions of different size client systems.
- d) The student will be able to formulate contracts with clients by involving them in goal setting and work toward goal accomplishment.

Measurement: Field Instructor Evaluation, Seminar participation, personal log, case presentation.

Program Objective #2

Assess human interactions within their social environments and use the knowledge of the bio-psycho-social variables to understand interactions among individuals and social systems.

- a) The student will develop assessment skills in identifying the dynamics of problems situations which are related to biological, psychological and sociocultural factors.

Measurement: Field Instructor Evaluation, seminar participation, personal log, case presentation.

Program Objective #3

Provide ethnic/gender sensitive practice with diverse populations including minorities and oppressed people.

- a) The student will develop an understanding of diverse populations with which social workers are in contact as represented in their field setting.
- b) The student will demonstrate an understanding of gender, age, cultural, lifestyle, and sexual preference differences and how these factors impact the clients systems in their field settings.
- c) The student will further personal self awareness of stereotypes, attitudes and comfort levels related to clients from different cultural backgrounds than their own.

Measurement: Field Instructor Evaluation, seminar participation, personal log.

Program Objective #4

Understand the history of the social work profession and its current structures and issues.

- a) The student will understand the policies, organizational structure, philosophy, and practice of the placement agency as well as its interrelationships with other federal, state and community system.
- b) The student will be able to use local resources effectively by making appropriate referrals.

Measurement: Field Instructor Evaluation, seminar participation, personal log, agency analysis paper.

Program Objective #5

Analyze the impact of social policies on client systems, workers and agencies.

And

Program Objective #6

Identify oppressive structures, promote and participate in social change efforts, and promote just solutions in response to these inequities including advocating necessary organizational/systemic change.

- a) The student will identify legislation underlying practice within the field setting and mechanisms for effecting positive change in legislation.
- b) The student will recognize and articulate policies of practice needing change within and outside their agency setting.
- c) The student will develop a strategy for social change efforts and act on these where possible and appropriate.

Measurement: Field Instructor Evaluation, seminar participation, personal log, agency analysis paper, case presentation.

Program Objective # 7

Evaluate research studies and apply findings to practice and evaluate their own practice intervention and those of other systems.

- a) The student will demonstrate conceptualization and writing skills by completion of psychosocial assessments, on-going recording and other paperwork required by the agency.
- b) The student will identify practice outcomes and plan research processes to measure practice efficacy.

c) The student will become familiar with practice research studies relating to social work intervention with the type of population served in field settings.

Measurement: Field Instructor Evaluation, seminar participation, personal log, research project, case presentation.

Program Objective #8

Continue to be self aware and self evaluative in an effort to promote one's professional growth and use supervision appropriate to generalist practice in social work.

a) The student will define their own learning needs for professional growth and develop learning contracts that reflect this.

b) The student will analyze their own attitudes and behavior in order to achieve increased self awareness and purposeful intervention.

c) The student will make appropriate use of professional supervision.

Measurement: Field Instructor Evaluation, seminar participation, personal log, learning contract, personal self efficacy assessment.

Program Objective #9

Integrate, advocate and uphold professional values and ethics.

a) The student will perceive the value related and ethical principles underlying their and others' practice within the agency setting.

b) The student will demonstrate values based practice, such as respect, a non-blaming attitude, facilitating client self determination, and maintaining confidentiality.

c) The student will develop attitudes that reflect respect for the values of clients in intervention efforts.

Measurement: Field Instructor Evaluation, seminar participation, personal log, personal self-efficacy assessment.

Program Objective #10

Function appropriately within the structure of organizations while sustaining with integrity one's professional use of self.

a) The student will develop awareness of the primary sources of stress in professional practice and increase understanding of effective strategies of professional stress management.

b) The student will recognize the importance of professional accountability including behavior, sense of time, appropriate documentation, and reliability.

Measurement: Field Instructor Evaluation, seminar participation, personal log.

Program Objective #11

Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

- a) The student will establish positive and effective helping relationships with a variety of clients served by the agency.
- b) The student will demonstrate purposeful use of a broad range of interviewing skills.
- c) The student will demonstrate effective working relationships with other professional within and outside the own agency.

Measurement: Field Instructor Evaluation, seminar participation, personal log.

ASSIGNMENTS

Learning Contract:

It is very important that each student be aware of and verbalizes individual goals for field instruction, which are particularly pertinent to personal learning needs and the specific field agency. The students are required, in conjunction with their field instructor, to develop a learning contract which includes goals, tasks and evaluative measures. Program personnel are available for consultation with this task and samples are available for perusal.

Personal Log:

Students are required to hand in a log on a weekly basis. This is meant to be seen only by the student and the field liaison, is read and commented on by the field liaison. All entries should be guarded with confidentiality by altering client identities. The log is a tool to assist you to organize and clarify your thinking, to communicate progress and/or problems and to integrate classroom knowledge to the field experience. A guide is attached to this syllabus as Attachment A.

Journaling in the Field

Students are required to journal in their log on a daily basis. The journal should integrate daily tasks within the agency and reflect the knowledge, skills & values learned with the class room experience throughout the educational experience. Integration of theory is expected. To assist in enhancing the journal integration, the student should use as a guideline the following chart. This exercise should be indicating critical thinking. Each topic will not be identified daily; however, the culmination of the journal should incorporate all aspects.

Critical thinking in the field of generalist practice			
	Micro practice	Mezzo practice	Macro practice
Diversity			
Populations at risk/ social & economic justice			
HBSE			
Social Welfare Policy & Services			
Research			
Social Work Values & Ethics			

Agency Analysis:

The purpose of this assignment is to identify and understand the historical development of the field of practice of your agency. Your analysis should include a specific field of practice or populations involved and utilize theories and concepts. The assignment should also assist in your orientation to your agency. Take care to listen closely during the first few weeks....much of the information needed for the paper will be given to you at that time. Another purpose is to assist you in understanding the impact of organizational factors of service delivery. This paper is due the week before completion of SW415; a guide/outline is provided as Attachment B.

Case Presentation:

This paper/presentation is to be related to an intervention strategy and/or technique of social work practice in the particular setting of the student's agency. This presentation should include content from professional readings as well as information in regard to the theory or theories supporting the intervention. The case assessment should include a supporting history on a client from the student caseload. If at all possible, the student should choose a client from a minority group or at risk population. Attachment C models a guideline for this assignment.

The Poster presentation will be the culmination of the field practicum and the student's BSW education. Students may choose to integrate their case study and their research project for this purpose; however, it is not required. The process is as follows.

Case Planning

Objectives:

To demonstrate students have achieved the level of practice commensurate with the goals and objectives of the Presentation College Social Work Program

- Demonstrate systems of social work practice
- Provide students with a capstone experience that ties social work knowledge, values and skills to social work practice
- Present, in a professional manner, content regarding social work practice

Part 1

With your supervisor select a client with whom you will work to complete this project. Select a data collection method or assessment tool. Using information from that tool you are required to write a problem statement. This should be short and concise (1-2 pages), but provide enough information to support the goals and objectives of your change process. Write goals and objectives in bulleted format. Cite at least three research articles on this problem. This project will provide:

- utilization of a data collection and assessment tool
- indication that goals and objectives match the problem and are:

S pecific
M easurable
A ttainable
R ealistic
T imely

Part 2

Select an intervention that fits the agency setting and meets the goals/objectives of the case plan. Prepare a short (1-2 pages) justification of the selection of the intervention and its relatedness to the goals/objectives. Report on the research related to the problem statement or intervention. This project will provide:

- Indication that intervention matches goals/objectives
- Indication of professional writing
- Concise and accurate information
- Cites and articulates research appropriately

Part 3

Select a means to evaluate the effectiveness of the intervention. Prepare a two paragraph statement of how this evaluation tool matches the intervention and problem. Prepare a statement of no more than two pages on the client's progress in terms of resolution of the goals and effectiveness of the intervention using the evaluation tool selected. (If there has been no movement, please explain) This project will provide:

- indication the evaluation matches intervention
- effectiveness of the intervention
- indication of professional writing

Part 4

Write a 2-3 page summary of the process. Include in this section such things as: concerns raised by the delivery of service, what client issues contributed to the success or challenge of the intervention, what systemic issues contributed to the success or challenge of the intervention. Also describe macro issues of the project such as policies, political advocacy, organizational change, project/program development, etc. Discuss any/all values and ethics of the profession as related to this project. This will indicate:

- depth of analysis
- analysis and integration of practice systems
- indication of professional writing

Research Project:

Each student will complete a research project during the practicum. Consultation with the field instructor early to identify a focus is advisable. The student is to develop and carry out the project which may include, but is not limited to: single subject design, goal attainment scaling, needs assessment survey, service effectiveness/outcome evaluation (pretest/posttest), etc. Individual appointments may be made with the Field Liaison to finalize plans for the project or if there are concerns.

Personal Self Efficacy Assessment:

At the end of SW425, the student will write a "capstone" paper which should include a summary of the experience and what was learned during the practicum. The student should make personal reflections, but also is required to respond to each program objective and be self-evaluative in regard to each one individually. Included should also be an assessment of one's personal and professional strengths and areas for improvement. Attached to this should be your article for *On the Move*.

Practicum Supervision:

Students in SW415-425 will be supervised by a field instructor who is employed by the agency and authorized by Presentation College Director of Field Education and the agency administration, to provide supervision to the practicum student. Assigned field instructors will be provided with training by the College to further enhance the supervisory and field instruction skills.

Presentation College supports the assumption that a professional social work degree (graduate of a CSWE accredited program) is the preferred education of the field instructor. However, agencies which offer exceptional learning environments for social work student, but who do not have trained social workers on staff may participate as field practicum sites if the following criteria are met:

- 1) The agency assigns a specific individual to provide on-site supervision to the practicum student, and submits a resume of education and work experience.
- 2) The agency allows the assigned supervisor to participate in the field instructor training provided by the social work program of Presentation College.
- 3) The student assigned to the agency, participate in an additional one hour of individual supervision (in addition to field time and seminar), with the Field Liaison of the Social Work Program.
- 4) The student and assigned field supervisor, meet with the Director of Field Education at the agency approximately once each three weeks to discuss progress and the provision of social work opportunities for the practicum student.

PROFESSIONAL ACCOUNTABILITY IN THE CLASSROOM & AGENCY

Professional behavior is expected of all students both in field and in the classroom.

1) Attendance and participation

Since the overall goal of this course is to help you apply knowledge and theory to practice, the success of the seminar is dependent on you assuming an active role in class discussions.

2) Maintaining confidentiality

Information shared in class about agencies and clients are considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class with individuals outside of the seminar or with other members of the seminar regarding information shared in class about clients, supervisors or agencies are considered a breach of confidentiality. Breach of confidentiality is grounds for removal from the field.

3) Following proper channels for communication & conflict resolution

One of the most important aspects of becoming a professional is the understanding of the use of supervision. The use of supervision includes among other things, identifying areas for growth and the understanding of the process for communication regarding concerns. You are expected to use identified channels for resolving concerns both within the field and the seminar. In field this includes going directly to the field instructor and the faculty liaison. In seminar you are expected to bring the concern directly to the seminar leader on an individual basis. You should be prepared to openly discuss the issue and offer possible solutions.

4) Respect for colleagues

Part of the professional accountability includes treating others with respect and courtesy. Within the field seminar this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner and willingness to promote group cohesiveness in the learning environment.

5) Time management

Balancing many responsibilities, including field and seminar, take planning. Prepare and manage your time so that assignments are in as directed.

6) Professional attitudes

The student will be expected to reflect commitment to the social work values in all activities, assignments and seminars. If at any time, the student's values, behavior and/or conduct with clients, supervisors or colleagues represent a violation of said principles, an individual conference will be held with field instructor, field coordinator and the student to assess the problem. Professional attitudes will be measured through journal entries, expression of opinions and beliefs in seminar and through feedback from the agency field instructor. If a concern cannot be resolved, termination from the placement may be required.

7) Other basic professional issues

Students are expected to dress and behave as professionals at all times. Proper grooming is expected along with adherence to any agency dress codes.

ATTACHMENT A
(Please attach weekly time sheet to this)

Name _____ Period for these entries

Agency _____ Supervisor

I. Orientation to new and different functions

II. Contact with other social agencies in the community:

III. Contact with personnel within the agency:

IV. Exposure to physical, economic, psychological and/or social problems:

V. Specific direction/guidance from field instructor:

VI. Highlights of placement this week:

VII. Problems and difficulties:

VIII. Class concepts related to field activity: include gender, racial, cultural and ethnic concerns encountered:

IX. Readings or seminars/workshops attended:

X. Knowledge of self: Reactions/awareness:

XI. Knowledge of others:

XII. Relationship with agency staff:

XIII. Summary

AGENCY ANALYSIS

The objectives of this assignment are to assist students in: 1) data collection on their agencies in order to facilitate their understanding and integration into the agency, 2) gaining an understanding of the impact of the setting on clients; 3) beginning to identify and assess the agency's accessibility to persons who are culturally, ethnically and economically different; and 4) gaining an understanding of the policies and legislation which impact practice within the agency.

Suggested guide

1. Identifying information

Name of agency; department or division. Introduce the exact auspice of the agency: public/private, nonprofit/for profit; is agency a member or branch of another body? Give the location or the agency's office and an overview of the neighborhood/community in which the agency is located.

2. History

What is the social problem that the agency responds to? What have the social policies historically been that respond to this concern? What are the current policies? Are there current issues that need addressing? Give a brief description of how/why/when the agency was established.

3. Services

Describe: types of problems in social functioning the agency addressed; eligibility requirements; goals and objectives of the agency's programs; services from intake to discharge; underlying philosophy which guides service delivery and its impact. Discuss any identified gaps in services.

4. Clients

Provide a profile of relevant client data such as: age range, gender, ethnicity, presenting problems, and referral sources; give service statistics (how many served, which services most used, etc) for the past year and the current year; are there specific efforts made to reach minorities/women/oppressed groups and other populations at risk?

5. Laws/Licensure

Is the agency licensed or monitored by any governmental agency? If so, which one? Describe how this occurs and its impacts on service delivery. What are the major federal/state laws which impact service delivery? Describe how the agency complies with these.

6. Structure and staffing

Provide an organizational chart of the agency; briefly describe the organizational structure of the agency. Describe governing bodies (Board of Directors, etc); how it is designated and its functions. Also address the duties of the executive director. How many administrative, professional, support and volunteer staff are there in the agency? Discuss the roles played by social workers in your agency. Describe the age, gender, and educational backgrounds of the professional staff. Give approximate caseloads and staff/client ratios. How is staff trained?

7. Funding Source/budget

What are the sources of funding? Include name of source and type of funding (grants, UW, etc). Give the total operating expenses for the last fiscal year; total approved budget for this year. What percentage of funding comes from each source?

8. Policy

Identify several key policies in the agency. What may be the strengths and weaknesses in these policies? What alternatives might be suggested? How are policies changed in this agency?

9. Research/Evaluation

What type of research and program evaluations are carried out in the agency? What criteria are used to measure client progress? What type of reporting systems are used to collect data about clients and working activities? What use is made of the data collected about clients?

10. Summary and integration of information

CASE STUDY/PRESENTATION

- I. Orienting information
 - a) Brief description of client
 - b) How referred
 - c) Presenting problem
 - d) History of the problem

- II. Assessment of current functioning of the client(s)
 - a) Biophysical functioning
 - b) Cognitive functioning
 - c) Emotional functioning
 - d) Behavioral functioning

- III. Assessment of cultural, religious, and lifestyle factors
 - a) Culturally determined patterns of behavior
 - b) Attitude toward seeking help
 - c) Use of cultural and religious resources

- IV. Assessment of environmental factors
 - a) Assessment of social support system
 - b) Assessment of basic needs
 - c) Assessment of opportunities

- V. Supporting history

This should be individualized for the client's history
This should include a literature review on the identified problem

- VI. Worker's assessment and impressions

- VII. Intervention plan
 - a) Problem(s) to be worked on
 - b) Outcome goals (goals and objectives)
 - c) Theory or theories supporting goals, objectives and intervention
 - d) Strategies for goal attainment (tasks/intervention)
 - e) Next step and recommendations

- VIII. Monitoring and Evaluation plan

POSTER PRESENTATION FOR SW425-SOCIAL WORK PRACTICUM

This project will reflect in a presentation format the case study chosen by each student. It should integrate all aspects of systems and issues addressed in your social work curriculum. It will be presented in a public forum and evaluated by faculty and Community Advisory Board members.

Students should work very closely with their practicum instructor and field instructor to assure all concepts; theory, evaluation, etc. are utilized.

The poster presentation will have three sections. It should include the following:

Center page:

Paragraph 1: Description of the overall problem

Paragraph 2: Describe the macro/policy aspect of the problem with a brief discussion of the application of social work practice.

Paragraph 3: Describe the micro aspect of the problem with a brief discussion of the application of the social work practice.

At least 5, but no more than 10 bullets should summarize the research sections of the project. Be sure to cite all sources.

Right Hand page:

Description of the micro intervention (1 paragraph)

List goals and objectives for the client (please note all rules of confidentiality)

Discuss the intervention, its purpose. (1 paragraph)

List 5 bullets summarizing the research on the intervention.

Discuss the assessment/evaluation used and the outcome. (2-3 paragraphs)

Left Hand page:

Description of the macro change/policy process (1 paragraph)

Discuss proposed intervention, its purpose and goals (1 paragraph)

List 5 bullets summarizing research on the intervention

Discuss the assessment/evaluation process proposed. (2-3 paragraphs)

This project should incorporate and will be evaluated on the following:

- Content- material has substance and relevance to professional social work practice
- Depth- material goes beyond what is readily available in social work courses—that is to say that while utilizing knowledge and skills incorporated in the curriculum, it is not a re-hash of previous coursework but an investigation of new knowledge and understanding of a practice issue
- Integration-applies new material to experiences
- Citations—references (APA format as discussed in Student Handbook)
- Concise—is specific and insightful

Remember that the seminar is a class. Therefore, there are reading assignments most weeks. You In addition, you will be doing an in-depth literature review.

The first part of the seminar will be spent on reading assignments and the topic of the day. The second part will be devoted to discussing and processing cases, agencies, concerns, celebrations,

etc.

FIELD AGREEMENT BETWEEN AGENCIES AND PRESENTATION COLLEGE

The purpose of the Field Placement/Practicum is to provide each student with the opportunity and experience in which to integrate social work skills, theories, and techniques in a supervised agency experience.

The objective is to provide the student with the most comprehensive experience possible within the limitations of the sponsoring agency's time and expertise.

The agency agrees to:

1. Accept a student for field placement providing BSW, MSW or other appropriate supervision within the limits of the agency, assigning a specific field instructor who has the primary responsibility for student learning and guidance
3. Provide the field instructor time to attend the training program and a minimum of one hour per week for student supervision.
4. Integrate the student within the agency to the fullest extent by including them in staff meetings, orientation with the agency and all staff members, and providing other pertinent information.

Presentation College agrees to:

1. Supervise and provide liaison between the agency, field instructor, and College.
2. Assist in obtaining appropriate supervision should MSW supervision not be available to the agency.
3. Provide training opportunities for the field instructors and other interested parties.
4. Provide feedback to the agency on the progress of the field placement.
5. Respect the policies and procedures of the sponsoring agency.

AGREEMENT BETWEEN FIELD INSTRUCTOR AND PRESENTATION COLLEGE

To best meet the needs of students, the following agreement was designed to designate the roles and expectations of the school and the field instructor.

The field instructor will:

1. Attend orientation/informational meeting of field placement of Presentation College.
2. Attend the training provided by Presentation College.
3. Outline the scope of responsibility to which the student will be allowed access and further expectations of students.
4. Provide an orientation for the student.
5. Provide a minimum of one hour of supervision per week.
6. Assist the student in writing a learning contract.
7. Complete written evaluations of the students in the middle and the end of the placement and recommend a grade.
8. Meet with the Presentation College Field Instruction Coordinator at least twice for scheduled sessions and arrange additional consultation if necessary.
9. Provide credentials for Presentation College file.
10. Inform field director of any concerns or potential problem with the student and/or placement.

The Presentation College Director of Field Instruction will:

1. Provide liaison and supervision for the field instructor, at a minimum of twice during the placement.
2. Provide training as designated.
3. Provide orientation and information to placement expectations, forms, and procedure.
4. Be available for consultation.
5. Provide feedback to both the student and agency on the progress of the placement.

INTERVIEWING FOR FIELD PLACEMENT/PRACTICUM GUIDE

Students, in attempting to obtain a field placement to meet their educational goals, should interview prospective field instructors. Potential questions include:

- * What has been your experience with Presentation College?
- * What characteristics (knowledge, skills, attitudes, etc.) do you value in a student?
- * Have you had experience with previous student placements? If so, what has it been like?
- * What are your expectations of a student placed within the agency?
- * How would you describe your supervision?
- * Describe a typical day of a social worker in this agency?
- * What kind of hours are expected from your students?
- * What do you recommend for reading about the agency and the tasks for which it is responsible?
- * How is your schedule arranged? Are you available for informal supervision?
- * Are other staff available for supervision?
- * What are the roles of other staff members within the agency? Are they all under the same supervision?
- * Are there previous learning contracts to review?
- * What are expectations for hours in regard to school vacations, on-call, emergencies, etc.?
- * Is there a flow chart available as to the agency's line of responsibility?
- * What meetings might I attend? Are some required?
- * What is the agency funding?
- * Would you be willing to allow a "shadowing" experience prior to decision on placement.

Personal information can be helpful. You might ask the supervisor about her or his experiences in social work, likes and dislikes about current job and other questions.

SUGGESTIONS FOR STUDENT ORIENTATION TO AGENCY

Beginning a field placement can produce anxiety. In order to relieve some of this tension, an orientation of requirements, policies, expectations, internal organization, and working conditions can be helpful. The following are some suggestions:

- * Circulate memo introducing student to the agency staff.
- * Introduce the student to the staff, including administration, peers, clerical and other support staff.
- * Tour the agency.
- * Provide and establish the student's working space.
- * Specify expectations regarding rules of behavior, dress, etc.
- * Provide student with current job descriptions, focusing on the social work role within the agency.
- * Provide the student an organizational history, funding sources, various programming, policies, etc.
- * Provide procedural and personnel manuals.
- * Arrange for student to visit other key agencies and people the student might work with.
- * Develop a list of abbreviations often utilized within the agency practice.

Learning Contract Guide

The Learning Contract within the field practicum is an agreement between the student, field instructor, and agency in which designated tasks are defined in order to determine mastery of social work skills and practice methods. Each contract should have generic tasks that are pertinent to mastery of social work content, but it should be noted that each contract should be individualized to meet the needs of the student and the specific roles of the agency. The following example uses a problem-solving approach to student learning tasks.

Student's Name: _____

Agency Name & Address: _____

Field Instructor's Name; Address; Phone Number; position in agency; and credentials:

Proposed Schedule: _____

Organizational Overview:

Students should develop their learning contracts using the 11 program objectives, tasks to show mastery of each objective and measurement techniques. Below are examples of various stages of the social work process.

**PRESENTATION SOCIAL WORK PROGRAM
FIELD WORK TIME SHEET**

STUDENT NAME:

AGENCY NAME:

AGENCY PHONE: _____ PREVIOUS # OF FIELD HOURS:

DATES										
Client contact (direct work with individuals, group or community)										
Supervisory conference										
Orientation and/or training										
Meetings/conferences outside of agency										
Observation										
Paperwork										
Other*										
TOTAL HOURS PER DAY										

*Describe activities in this category

TOTAL HOURS OF FIELDWORK TO DATE:

Additional comments:

Fieldwork Instructor signature: _____

INSTRUCTIONS ON FILLING OUT TIME SHEETS

This sheet has spaces for nine dates, which is usually a two-week period. The sheet is to be handed in to the Field Instruction Coordinator every two weeks.

When you record your hours, do not use decimals. Write "1" for 1 hour, "□" for □ hours, "3/4" for 3/4 hour. One-quarter hour should be your smallest fraction. Totals cannot be shown without a breakdown into categories of fieldwork and **THE FIGURES NEED TO BALANCE**.

Be sure to total your figures horizontally as well as vertically.

For "PREVIOUS TOTAL HOURS OF FIELDWORK," show the total number of hours fieldwork to date from your previous time sheet. Your first time sheet will show "0" hours at the top. By computing your total hours fieldwork to date each time sheet, you will have a current total of hours worked for yourself as well as for our office.

Transportation Time to and from agency is not to be included in fieldwork hours.

EXPLANATION OF CATEGORIES

1. Direct, face-to-face contacts with or in behalf of your individual clients, client families, client groups, neighborhood community groups, advocates, etc.
2. Planned supervisory sessions geared toward your individual social work education and professional development.
3. In-service training, social work unit meetings, committees, staff meetings, etc.
4. Consulting with specialists in other agencies, other disciplines, representing your client or agency at community meetings, public relations, etc.
5. Observing your supervisor or other professional persons in client interviews or leading groups, conducting meetings, etc.
6. Recording, posting on records, preparing reports, filing, office work, etc.
7. Staff interaction, planning, transporting, shopping with or in behalf of clients, reading, and research.

KEEP A DUPLICATE COPY FOR YOUR PERSONAL REFERENCE.

**STUDENT EVALUATION OF
FIELDWORK PLACEMENT**

Student _____ Phone _____

Agency _____ Phone _____

Period Covered _____

Agency Address _____

Fieldwork Instructor _____

PART I: Agency Learning Environment

A. Orientation and Training Procedures

1. Did you receive an agency orientation? Yes ____ No _____

2. Check those topics that were covered in the orientation and training period:

- Introduction to staff
- Individual staff responsibilities
- Tour of agency/physical layout
- Your physical work space
- Agency structure
- Agency policies and procedures
- Agency goals, objectives and philosophy
- Agency programs and services
- Agency client demographics
- Characteristics of community served
- Community resources
- Your roles and responsibilities as an intern
- Observation of staff
- Discussion of supervision process
- In service training sessions

3. Evaluate the extent to which the orientation process was helpful, including recommendations for changes.

B. Physical Setting

1. Check as many of the following as apply. I had:

- A place to store materials
- A permanent desk at which to work
- An office of my own
- An office with other people
- Access to a phone
- Access to get supplies as I needed them
- A place to conduct confidential business

2. Comment on the following: To what extent did you feel physically and psychologically part of the agency staff, including availability of other staff for providing assistance to you.

C. Learning Opportunities and Responsibilities

1. Were cases, groups, or projects relevant to your learning needs available for assignment?
Yes___ No
2. Did the assignments call for a level of skill appropriate to your development? Yes
No
3. Discuss what proportion of your time was spent in direct work with individuals, families, groups or community groups.
4. Describe your own growth in this placement (agency, personal, and professional).
5. To what extent were you able to integrate and apply the academic knowledge you learned in the classroom with actual social work situations?

PART II: Fieldwork Instruction

1. How often were regular, planned supervisory conferences held?

- Every week
- Every two weeks
- Every month
- Other (specify)

2. Evaluate the extent to which the supervisory conferences were helpful, including recommendations for change.

3. Please rate your fieldwork instructor using the following scale.

A= Exceptional B=Very Good C= Satisfactory D= Unsatisfactory NA= Not applicable

	A	B	C	D	NA
Facilitated the process of integration into the agency system.					
Encouraged & supported responsible decision-making concerning attendance at staff meetings, seminars & conferences.					
Encouraged critical assessment, appraisal and evaluation of my work with clients & under-policy and procedures.					
Facilitated learning of specific practice skills.					
Encouraged identification with professional values and encouraged professional behavior consistent with those values					
Was clear and consistent about the expectations of this placement.					
Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an on-going basis.					
Was aware of academic content and helped the integration of class and field experience.					
Provided clear, understandable feedback on an on-going basis.					
Was accessible to answer my questions and concerns.					

COMMENTS: Please make any comments or examples which would further clarify or expand on your ratings (e.g., teaching methods, areas of strengths and weaknesses, suggestions for change, etc.).

Would you recommend that students be placed in this agency in the future? Why or why not?

S O C I A L W O R K P R O G R A M
Presentation College

FIELD INSTRUCTOR'S EVALUATION OF STUDENT

Field Practicum I - SW415/425 (please circle one)

Student _____ Phone _____

E-mail _____

Agency _____ Agency Phone _____

Agency Address _____

Time Span of Placement _____ to _____

Field Instructor _____ Phone _____

E-mail _____

USE OF THIS FORM:

This is the evaluation form to use at the end of SW415 (middle of the student's field placement) and again at the end of 425, the full practicum experience. It is important that evaluation of the student be a shared process and that you and the student discuss variations and similarities in your assessments. Strengths, as well as specific areas of growth needed, should be discussed.

STUDENT'S RESPONSIBILITIES:

Number and types of assignments student has been given: (Please write a brief description of each assignment - working with individual cases, working with groups, special projects, etc.)

EVALUATION OF LEARNING GOALS: (Please refer to Learning Contract)

A. Those completed:

B. Those not completed (explain):

RATING SCALE:

We are asking you to evaluate behaviors; i.e., the presence or absence of the behavior or activity. The scale is as follows:

- C continued growth recommended
- S meets standards
- E exceeds standards
- N not observed or non-applicable

“N” indicates that you have not had an opportunity to teach this content, or that the field setting does not provide opportunity to learn this content, or that you do not expect the student to be able to give evidence of having learned this content or behavior at this time in the student's experience.

Program Objective # 1:

Apply generalist practitioner multi-phase intervention processes along with creative and critical thinking in practice with individuals, families, groups, organizations and community.

a) The student will establish and maintain effective helping relationships with a variety of clients.

b) The student will increase knowledge and use of intervention theories and techniques particularly as they are applied within the field settings.

c) The student will become involved with interventions of different size client systems.

d) The student will be able to formulate contracts with clients by involving them in goal setting

C.....continued growth recommended
 S.....meets standards
 E.....exceeds standards
 N.....not observed or non-applicable

1. Shows ability to state nature of concerns/problems that are identified. (C S E N)
2. is able to identify feelings as expressed verbally or non-verbally by clients. (C S E N)
3. Shows ability to work with different systems (e.g., clients, communities, other agencies, staff, etc.) (C S E N)
4. Uses knowledge and skill in connecting client systems with needed resources; making referrals. (C S E N)
5. Assists client system to recognize and modify dysfunctional behavior. (C S E N)
6. Exhibits skill in helping others to identify and explore alternative courses of action and the potential consequences of each. (C S E N)
7. Has realistic expectations of self and others in relation to task performance and time allotment. (C S E N)
8. Fulfills professional responsibilities to client systems as outlined in the intervention plan. (C S E N)
9. Assists client systems to specify and prioritize needs and goals to be achieved. (C S E N)
10. Assists client systems in identifying personal and environmental resources available to meet needs. (C S E N)

Program Objective #2

Assess human interactions within their social environments and use the knowledge of the bio-psycho-social variables to understand interactions among individuals and social systems.

a) The student will develop assessment skills in identifying the dynamics of problem situations which are related to biological, psychological and sociocultural factors.

C.....continued growth recommended
 S.....meets standards
 E.....exceeds standards
 N.....not observed or non-applicable

1. Shows purposefulness and selectivity in gathering facts. (C S E N)
2. Demonstrates ability to organize facts. (C S E N)
3. Shows ability to record data in a clear, concise manner. (C S E N)
4. Involves client system in process of data collection. (C S E N)
5. Maintains client confidentiality. (C S E N)
6. Shows ability to identify the major systems involved with the problem(s) being addressed (e.g., family, community, school, employment, etc.) (C S E N)
7. Demonstrates ability to prioritize problems. (C S E N)
8. Shows ability to set goals and contract with client systems. (C S E N)

Program Objective #3

Provide ethnic/gender sensitive practice with diverse populations including minorities and oppressed people.

- a) The student will develop an understanding of diverse populations with which social workers are in contact as represented in their field setting.
- b) The student will demonstrate an understanding of gender, age, cultural, lifestyle, and sexual preference differences and how these factors impact the clients systems in their field settings.
- c) The student will further personal self awareness of stereotypes, attitudes and comfort levels related to clients from different cultural backgrounds than their own.

1. Shows ability to respond in a helpful way to clients from different racial, cultural and religious backgrounds (C S E N)
 - C.....continued growth recommended
 - S.....meets standards
 - E.....exceeds standards
 - Nnot observed or non-applicable

Program Objective #4

Understand the history of the social work profession and its current structures and issues.

- a) The student will understand the policies, organizational structure, philosophy, and practice of the placement agency as well as its interrelationships with other federal, state and community system.
- b) The student will be able to use local resources effectively by making appropriate referrals.

1. Demonstrates comprehension of agency history, philosophy, and funding. (C S E N)
2. Demonstrates knowledge of agency programs. (C S E N)
 1. Demonstrates understanding of client population served. (C S E N)
 2. Demonstrates knowledge of organizational structure. (C S E N)
 3. Actively utilizes policies and procedures. (C S E N)
 4. Represents agency in professional manner. (C S E N)

Program Objective #5

Analyze the impact of social policies on client systems, workers and agencies.

Program Objective #6

Identify oppressive structures, promote and participate in social change efforts, and promote just solutions in response to these inequities including advocating necessary organizational/systemic change.

- a) The student will identify legislation underlying practice within the field setting and mechanisms for effecting positive change in legislation.
- b) The student will recognize and articulate policies of practice needing change within and outside their agency setting.
- c) The student will develop a strategy for social change efforts and act on these where possible and appropriate.

C.....continued growth recommended
 S.....meets standards
 E.....exceeds standards
 N.....not observed or non-applicable

1. Is able to identify gaps in services in effort to assist client system..... (C S E N)
2. Identifies the need for and promotes appropriate social action related to client needs. (C S E N)
3. Demonstrates ability to advocate for client systems. (C S E N)
4. Is able to identify any potential need for legislative change and write policy proposals that will assist. (C S E N)
5. Can communicate need for change and necessity for new/revised policies (C S E N)

Program Objective # 7

Evaluate research studies and apply findings to practice and evaluate their own practice intervention and those of other systems.

- a) The student will demonstrate conceptualization and writing skills by completion of psychosocial assessments, on-going recording and other paperwork required by the agency.
- b) The student will identify practice outcomes and plan research processes to measure practice efficacy.
- c) The student will become familiar with practice research studies relating to social work intervention with the type of population served in field settings.

- 1. Helps clients and others to evaluate movement toward agreed- (C S E N)
- 2. Shows ability to use evaluations as a basis for changing goals (C S E N)
- 3. Participates in evaluation of own work. (C S E N)
- 4. Uses single system design research to validate the effectiveness (C S E N)
- 5. Engages the Field Instructor in identifying and prioritizing agency needs. (C S E N)

C..... continued growth recommended
 S..... meets standards
 E exceeds standards
 N..... not observed or non-applicable

- 6. Identifies and develops a research plan to measure (an) agency needs(s). (C S E N)
- 7. Seeks and acquires appropriate approval for the implementation of an agency based research project..... (C S E N)
- 8. Applies and integrates social work related research into practice. (C S E N)

Program Objective #8

Continue to be self aware and self evaluative in an effort to promote one's professional growth and use supervision appropriate to generalist practice in social work.

- a) The student will define their own learning needs for professional growth and develop learning contracts that reflect this.
- b) The student will analyze attitudes and behavior in order to achieve increased

self awareness and purposeful intervention

c) The student will make appropriate use of professional supervision.

1. Seeks feedback and critique regarding own work..... (C S E N)
2. Shows ability to use feedback for constructive growth and change. (C S E N)
3. Recognizes personal changes needed to work effectively as a social worker. (C S E N)
4. Demonstrates self-awareness in relation to human diversity (e.g., cultural differences, oppressed and vulnerable groups, women's issues, etc.) (C S E N)
5. Demonstrates understanding of how one's own values can affect social work practice..... (C S E N)
6. Shows awareness of self and his/her own feelings in working with clients. (C S E N)

Program Objective #9

Integrate, advocate and uphold professional values and ethics.

a) The student will perceive the value related and ethical principles underlying their and others' practice within the agency setting.

b) The student will demonstrate values based practice, such as respect, a non-blaming attitude, facilitating client self determination, and maintaining confidentiality.

- C..... continued growth recommended
- S..... meets standards
- E..... exceeds standards
- N..... not observed or non-applicable

c) The student will develop attitudes that reflect respect for the values of clients in intervention efforts.

1. Shows awareness of Social Work values and ethics..... (C S E N)
2. Maintains client confidentiality (C S E N)
3. Demonstrates accountability to client systems (e.g., by keeping appointments, following through on plans, etc.)..... (C S E N)
4. Identifies self as a Social Work professional. (C S E N)
5. Handles work load, organizes time well, works effectively..... (C S E N)
6. Works effectively with other staff of the agency both individually and as a team member.(C S E N)

Program Objective #10

Function appropriately within the structure of organizations while sustaining with integrity one's professional use of self.

a) The student will develop awareness of the primary sources of stress in professional practice and increase understanding of effective strategies of professional stress management.

b) The student will recognize the importance of professional accountability including behavior, sense of time, appropriate documentation, and reliability.

- 1. Is on time for appointments. (C S E N)
- 2. Shows responsibility for work coverage. (C S E N)
- 3. Completes assignments on time. (C S E N)
- 4. Demonstrates understanding of the differences between personal and professional tasks. (C S E N)

C..... continued growth recommended
S meets standards
E exceeds standards
N..... not observed or non-applicable

Program Objective #11

Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

a) The student will establish positive and effective helping relationships with a variety of clients served by the agency.

b) The student will demonstrate purposeful use of a broad range of interviewing skills.

c) The student will demonstrate effective working relationships with other professional within and outside the own agency.

- 1. Expresses self clearly in verbal communication. (C S E N)
- 2. Demonstrates ability to establish warm, helping relationships with clients. (C S E N)
- 3. Demonstrates acceptance of self and others. (C S E N)
- 4. Demonstrates acceptance of self and others. (C S E N)
- 5. Expresses self clearly in written communication. (C S E N)
- 6. Expresses self clearly in written communication. (C S E N)
- 7. Shows congruence in verbal and non-verbal messages given. (C S E N)
- 8. Demonstrates ability to listen with empathic understanding. (C S E N)

INTEGRATION AND APPLICATIONS OF ACADEMIC KNOWLEDGE AND THEORY TO ACTUAL SOCIAL WORK SITUATIONS

- 1. Shows ability to apply basic concepts and principles to client situations. (C S E N)
- 2. Discusses classroom knowledge and theory in relation to client situations. (C S E N)
- 3. Contributes to the learning of others. (C S E N)
- 4. Demonstrates an understanding of diverse client groups and their needs. (C S E N)
- 5. Demonstrates an interest in engaging oppressed and vulnerable clients..... (C S E N)
- 4. Advocates for the needs of oppressed and vulnerable clients. (C S E N)

IX. ADDITIONAL COMMENTS AND SUGGESTIONS OF FIELDWORK INSTRUCTOR REGARDING STUDENT (e.g., student's strengths, areas for growth):

X. STUDENT'S COMMENTS

XI. RECOMMENDATION

I recommend that _____ receive a (Grade A, B, C, D, or F) for SW415/425, Field Practicum.

SIGNATURES

Student _____ Date _____

Field Instructor _____ Date _____

NASW CODE OF ETHICS Summary of Major Principles

- I. The Social Worker's Conduct and Comportment as a Social Worker.
 - A. **Propriety.** The Social Worker should maintain high standards of personal conduct in the capacity or identity as social worker.
 - B. **Competence and Professional Development.** The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
 - C. **Service.** The social worker should regard as primary the service obligation of the social work profession.
 - D. **Integrity.** The social worker should act in accordance with the highest standards of professional integrity.
 - E. **Scholarship and Research.** The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

- II. The Social Worker's Ethical Responsibility to Clients.
 - F. **Primacy of Client's Interests.** The social worker's primary responsibility is to clients.
 - G. **Rights and Prerogatives of Clients.** The social worker should make every effort to foster maximum self-determination on the part of clients.
 - H. **Confidentiality and Privacy.** The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
 - I. **Fees.** When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the client's ability to pay.

- III. The Social Worker's Ethical Responsibility to Colleagues.
 - J. **Respect, Fairness, and Courtesy.** The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
 - K. **Dealing with Colleagues' Clients.** The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

- IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations.
 - L. **Commitments to Employing Organizations.** The social worker should adhere to commitments made to the employing agency.

- V. The Social Worker's Ethical Responsibility to the Social Work Profession.
 - M. **Maintaining the Integrity of the Profession.** The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
 - N. **Community Service.** The social worker should assist the profession in making social services available to the general public.
 - O. **Development of Knowledge.** The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

- VI. The Social Worker's Ethical Responsibility to Society.
 - P. **Promoting the General Welfare.** The social worker should promote the general welfare of society.