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**Concordia University Wisconsin  
Field Education Manual 2018-2019  
Master of Social Work Program (MSW)**

*For I know the plans I have for you, declares the LORD, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11*

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\* Contents of the Field Manual are subject to change.

## Concordia University 2018 -2019

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## **MSW Mission Statement**

The mission of Concordia University Wisconsin's Master of Social Work (MSW) program is to provide a Christian environment that prepares MSW professionals for leadership in an increasingly diverse and global society. To educate advanced generalist Social Workers who are able to engage in ethical practice, inspire and support resiliency, strengthen individuals, families, and communities, and advocate for social and economic justice.

## **Advanced Generalist Practice**

The CUW MSW program offers an *Advanced Generalist* concentration. The advanced generalist concentration is a practice oriented concentration that emphasizes the importance of research and evidence based practice in all systemic areas of social work practice. It prepares students for practice in the micro and mezzo systems, with individuals, families, groups, communities, and organizations. It prepares students for practice in the larger macro systems; preparing students for work in politics; representing the community or advocating for social and economic justice. It prepares students for direct practice, and for supervisory and administrative roles. It prepares students for non-discriminatory practice and advocacy at all systemic levels of practice. Our advanced generalist program incorporates a Christian perspective that is integrated across the curriculum and emphasized in the integration of ethical social work practices.

Our view of the advanced generalist concentration is that it is theoretically grounded for practice at all systemic levels. The advanced generalist concentration year builds upon the foundation of generalist practice by increasing the depth and breadth of knowledge at all levels, particularly in the application of theory to practice and the importance of evaluating practice.

The advanced generalist social worker possesses a broad and multi-faceted theoretical understanding of client systems with a focus on the person – situation – environment. Social workers with an advanced generalist degree grasp the social context of practice including the psychological, socio-cultural, and political environments that impact approaches, methods, and means to enhance human well-being and to achieve social justice. They understand the importance of evidence-based practice, evaluating the effectiveness of their own practice, and conducting research that contributes to the knowledge base of the profession. Advanced generalist social workers develop a wide range of skills that enables them to work comprehensively across systems.

The advanced generalist knowledge base is particularly useful in rural settings, and for social workers who enter the field as direct service practitioners because of the flexibility provided in the depth and breadth of the curriculum. These practitioners often move into leadership positions and have advanced educational training that supports successful social work practice.

## **CSWE Competencies**

The competencies and associated practice behaviors are at the center of social work education. The Council on Social Work Education (CSWE) requires all students graduating from social work programs demonstrate competency in the nine competencies and associated behaviors. Students must demonstrate competency at the generalist and advanced generalist levels of practice. Evaluation of the degree of integration is measured at the student level, then aggregated and reported at the program level.

### **1. Demonstrate Ethical and Professional Behavior**

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

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

#### ***Advanced Behaviors***

Advanced Generalist Social Workers recognize the importance of life-long learning to enhance and strengthen skills that will provide ethical and responsible social work services in a continuously changing and dynamic social environments. Advanced Generalist Social Workers utilize their professional affiliations to create life-long learning opportunities for themselves and their constituents. They utilize decision-making

frameworks and concept maps that provide an organized structure for the selection and application of theories and perspectives. They seek opportunities for inter-professional discussions that will impact the provision of services for individuals, families, communities, and organizations. They strategically use supervision and consultation to address ethics in practice. They appraise the intersection between Christianity and the NASW Code of Ethics and demonstrate the integration of the Code of Ethics with Christian values when interacting with constituents and agency clients.

## **2. Engage Diversity and Difference in Practice**

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

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

### ***Advanced Behaviors***

Advanced Generalist Social Workers seek opportunities to strengthen knowledge and support services to an increasingly diverse and global society. They exercise leadership in the development of necessary alliances to advocate effectively for change with underserved at risk populations and other groups. They employ/model a conscious use of self, self-regulation, self-monitoring, and self-correction in practice situations.

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

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

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

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

#### ***Advanced Behaviors***

Advanced Generalists Social Workers incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice. They engage in community collaborations that foster social and economic justice and social change. They analyze the consequences of social and economic injustice for constituent groups. They take action to promote humane and responsive social institutions, social policies, programs, and practice.

#### **4. Engage in Practice-informed Research and Research-Informed Practice**

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

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

#### ***Advanced Behaviors***

Advanced Generalist Social Workers use evidence-based research findings to inform and improve social work practice. They design, implement, and interpret social work research. They articulate how research findings can improve social service delivery.

#### **5. Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and



services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulations, analysis, implementation, and evaluation. Social Workers:

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

### ***Advanced Behaviors***

Advanced Generalist Social Workers apply techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social wellbeing through effective service. They evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients. They articulate the impact of policies on service delivery and conduct assessments and evaluations on the implementation of policy. They identify gaps in policies at varied levels such as agency policies, public policies and regulations. They provide leadership for colleagues, client systems, and agencies for effective policy action.

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

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

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

### ***Advanced Behaviors***

Advanced Generalist Social Workers use appropriate assessments and intervention strategies that are grounded in human behavior theories and conceptual frameworks. They critique and apply the knowledge base of the profession to help them understand the person in the environment. They engage in relationship building activities in varied client systems and evaluate the clients' perception of the quality of the relationship. They employ culturally responsive engagement skills.

## **7. Assess Individuals, Families, Groups, Organizations, and Communities**

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

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

### ***Advanced Behaviors***

Advanced Generalist Social Workers interface with complex problems in systems of all sizes, assessing, intervening, and evaluating at multiple levels of practice. They evaluate the multi-systemic dimensions of client problems. Use client system approaches, they

design interventions that affect change at multiple systemic levels of practice. They identify the range of legalities and / or legal risks that may exist for a client or client system that may be considering accessing social services.

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

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

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

### ***Advanced Behaviors***

Advanced Generalist Social Workers build culturally competent ways to enhance client choice, client motivation, and client hopefulness during the process of change. They synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service

delivery effectiveness. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

### ***Advanced Behaviors***

Advanced Generalist Social Workers critically analyze multiple client system intervention processes, evaluating for effectiveness and cultural competence. They evaluate the impact of intentional and unintentional practice approaches. They use evidence based research to support methods of intervention in one's own practice. They review, analyze and evaluate the effectiveness of one's own practice.

## Field Placement Policies & Procedures

### Signature Pedagogy

Field education is the *signature pedagogy* of social work education. It is the intersection where students in the field are able to apply and utilize knowledge and theory learned in the classroom. Field education is different from employment because it offers students a laboratory where they can practice under supervision of a social work professional, and without the risk of losing a paid position. In field placements students are expected to practice applying the knowledge base of the profession. During the concentration year students are expected to demonstrate greater depth and breadth in knowledge, understanding, and the application of theory to practice. Students are expected to demonstrate behaviors that highlight the achievement of the nine competencies and practice behaviors.

The following sections outline the policies and procedures that inform and guide field placements. If you have any questions regarding these sections or anything within this manual, please contact the Field Coordinator.

### Ethics & Student Conduct

Before proceeding, please review the MSW Student Handbook.

### Code of Ethics

The faculty of the Department of Social Work adhere to the NASW Code of Ethics and expects all MSW students to conduct themselves in accordance with the Code of Ethics at all times. The Code of Ethics can be found at <http://www.socialworkers.org> . Students will also receive a hard copy of The Code of Ethics.

- NASW Code of Ethics can be found at:  
<http://www.socialworkers.org/pubs/code/default.asp>.
- CUW Student Code of Conduct:  
[www.cuw.edu/consumerinformation](http://www.cuw.edu/consumerinformation)
- Department of Social Work Student Code of Conduct:  
[www.cuw.edu/socialwork](http://www.cuw.edu/socialwork)

### Field Instruction

MSW students complete four semesters of field education and a field seminar class taken concurrently while the students are completing their field placement. Field education and field seminar are offered fall and spring semesters. Students with *Advanced Standing* complete field education and field seminar during the concentration year only. Students are placed in an approved agency selected by the student in consultation with the Field Coordinator. Placements are selected based on the students' future practice interests, experience and skills. Students must

be supervised by an MSW with at least two years of practice experience at the graduate level and one year in the agency where the placement is located.

All field placements must be approved by the Field Coordinator, and a University contract must be in place prior to the student beginning their field placement.

### **Concurrent Model for Field Education**

A concurrent model for field education is being used by the program for specific reasons. The concurrent model for field education requires students to complete their field placement over a period of four semesters while they are enrolled in classes. This is a traditional academic model specifically designed to give students the opportunity to utilize and integrate into practice social work skills supported by knowledge and theory as it is being learned. We believe this contributes to more depth and breadth in knowledge and application.

The philosophy behind this model is for the optimal integration of the knowledge base of the profession. Students are not placed in agencies for the purpose of job training or to assume responsibilities as an employee for assigned work. Students are placed in a field placement for educational purposes and to allow them to learn social work practice in an educationally supportive environment without the pressure of job responsibilities.

### **Procedure for Field Placement**

**Full Time Students**—An application for field placement will accompany the letter informing the student that they have been accepted to the MSW program and a date will be provided when the application should be returned. The application should be accompanied by a current résumé. Once the application has been submitted, the student will be given an appointment to meet with the Field Coordinator to discuss field placement possibilities. The student may be asked to revise their résumé. A sample résumé and a guide is provided in the field manual appendix. The Field Coordinator will make the necessary contacts and notify the student when they can make an appointment for an interview.

**Part Time Students**—Part time students will begin working with the Field Coordinator in the fall semester of their first year as an MSW student. Meetings will be held as necessary to discuss the development of a résumé and the process for completing the field education application. Students will be given a due date for the field education application and résumé. Once these documents have been submitted the Field Coordinator will meet with the student to discuss potential field sites. The Field Coordinator will contact the student when an agency willing to accept an MSW student has been located. The student will be given the name and phone number of a contact person to set up an interview for an appointment.

Part-time students begin their first field placement in the fall semester of their second year. Under no circumstances will a student be allowed to begin a field placement before they have completed and passed the necessary course work to support entering the field. The second year placement for part-time students will begin in the fall semester of the fourth year of study.

*Part-time Advanced Standing Students* begin their field placement in the fall of the second year of study.

All field placements are taken concurrently with field seminar courses, and taken in the sequence outlined in the plan of study for full time, part time, and advanced standing students.

### **Field Placement Sites**

The Department of Social Work has developed field placement sites to meet the learning needs and interests of the MSW students. These agencies and organizations have agreed to interview students for possible field placements. Field placement sites are available within a variety of communities through Wisconsin. We are able to work with and develop new contracts with agencies in communities in Wisconsin, where students are residing and with agencies that will assist students in pursuing a practice interest. All supervision of MSW students must be conducted by persons with an MSW degree with a minimum of two years of practice experience and one year at the agency where the supervision will occur.

### **Reasonable Effort for Field Placement**

The Department of Social Work will make reasonable efforts to work with a student to find a suitable field placement, but does not guarantee a field placement for students. When a student is not accepted for a field placement after reasonable efforts by the school, a formal student review will be initiated by the Field Coordinator. Reasonable efforts for a placement in an agency are considered to be:

- Offering the student three field placement referrals, all of which the student refuses
- Three post-interview rejections of a student by potential field agencies
- A student refuses three offers for a field placement

### **Field Education Hour Requirements**

Field agencies are an integral part of the MSW student's education. Field education is considered the signature pedagogy of social work. It provides the student with supervised professional practice, making it a valuable cornerstone in social work education. Field education allows students to develop practice skills and apply social work theory to real life practice situations. Augmented by professional supervision in the field and academic mentoring through seminar classes, MSW students develop useful skills and establish professional identities. Over the course of two semesters in the first year field placement, students complete a minimum of 450 clock hours as student interns. During the concentration year (2<sup>nd</sup> year) students complete a minimum of 450 clock hours. The total number of hours required for MSW students in the regular two year program is 900 hours. Advanced standing students are required to complete 450 clock hours of field education, during their programming, and are required to have completed 900 hours total, including hours from their BSW field placement. Field placements are completed across two semesters, fall and spring. Students are expected to make up missed field

days within two weeks. Students are **REQUIRED** to remain at their field placement until 30 days prior to the last day of the semester.

### **Selection of Field Placement Agencies**

The criteria listed below are consistent with guidelines from the Council on Social Work Education (CSWE) and with the mission of CUW's MSW program. The MSW program seeks formal affiliations with public and private non-profit agencies whose policies and programs are consistent with the mission of the social work program. In addition, community agencies and organizations are selected based on their ability to provide learning opportunities in which students gain practice experience through guided instruction and supervision in activities and settings that reflect the learning needs for foundation and advanced level students.

The following criteria are used to assess an organization's capacity to provide appropriate field placements:

1. Commitment to actively participate as a community partner with CUW providing generalist learning experiences for students giving them the opportunity to practice social work activities with supervision.
2. The agency's mission, purpose and practices are compatible with the NASW Code of Ethics.
3. The agency adheres to a non-discrimination policy with respect to race, age, color, religion, national origin, gender, disability, sexual orientation, veteran status or disability.
4. Willingness to assign activities to students that meet the behaviors associated with the nine competencies at the generalist level of education.
5. The agency has a social work focus.
6. Provides an on-site MSW Field Instructor who has a minimum of two years of post MSW experience in a social work position. There may be exceptional situations when an on-site MSW Field Instructor is not available, but unique learning opportunities are available within an agency. In those situations, the CUW Field Coordinator will work with the agency to locate an off-site supervisor to provide the necessary supervision. The decisions will be made on a case-by-case basis. In situations where the supervisor does not meet the two-year practice requirement and off-site supervisor is unavailable, the Field Coordinator will supplement the supervision of the student as needed through more frequent contact with the student and the supervisor. Consultation with the MSW Advisory Committee may occur in order to determine if any other supervision resources are available for the placement.
7. The agency allows time for the Field Instructor to provide the student with a minimum of one hour per week of individual supervision, to read and evaluate the student's progress, and to participate in the university's sponsored orientation and trainings.



8. The field agency completes and renews the necessary paperwork and documentation required of all field agencies.
9. The willingness and time to devote to students. Students are placed in one agency field placement for two consecutive semesters during the academic year, fall and spring semesters. Only in extenuating circumstances will a student leave a placement before the field placement is complete.
10. The ability to serve in a teaching, mentoring, and modeling role with students, organize learning tasks, and assist in the development and evaluation of the student/agency learning contract.
11. As available, provides opportunities for students to learn about and practice with persons from marginalized populations including, for example: Native Americans, persons of color, people with disabilities, LGBTQ persons, older adults, persons living in poverty, abused or neglected children, persons diagnosed with a mental illness, persons who are homeless, victims of domestic violence, survivors of human trafficking, and other underserved populations.
12. Provides the necessary structure and supports to enhance student learning such as administrative support and assistance, i.e., a desk, a phone, private space to see clients, etc.
13. Be free of any NASW sanctions and any licensing sanctions if applicable.

### **Field Agency's Policy of Non-discrimination**

In accordance with the Council on Social Work Education standards, each field agency is required to have a policy of non-discrimination that corresponds to the NASW Code of Ethics. In addition to the Concordia University Wisconsin policy, the Department of Social Work seeks affiliations with public and non-profit field agencies whose programs are consistent with the mission of CUW Department of Social Work.

### **Process for Selection of Field Agencies**

The potential field agency's capability to provide the necessary learning experiences and supervision is assessed and approved by the Field Coordinator. The process is as follows:

1. Potential field placement agencies can be identified by community members, social work faculty, students, and members of the Department of Social Work Advisory Board.
2. Identified agencies are sent information about the MSW program along with criteria for selection of field placement sites.
3. Potential field placement sites meet with the Field Coordinator to further discuss the placement opportunity and agency requirements.
4. An important determination is the agency's ability to provide the necessary learning experiences, time, and resources to meet the educational needs of students. A

- determination is made concerning the appropriateness of the learning experiences and availability of qualified Field Instructors.
5. If this determination is mutually acceptable to the agency and the Field Coordinator, a University contract for field placement are provided and signed by the agency and University leadership. When all required signatures are received, the agency and the University each receive a copy of the contract.
  6. Field Instructor Credential forms will be completed and provided to the Department of Social Work.
  7. Students will interview with the agency. It is the agency's decision to accept a student intern. If the agency agrees to accept the student and the student accepts the placement, the Field Coordinator will call the agency to confirm and a confirmation letter will be sent to the student with a copy to the agency.

### **Field Placement in a Student's Place of Employment**

Field instruction is an integral and core component of the MSW program's educational curriculum. The Department of Social Work strives to maintain the academic integrity of all components of the MSW program.

The Department of Social Work recognizes the difference in roles between employee and student. A student is placed in a field agency as a part of the academic process of learning to apply theory to practice, and to learn to understand the practice of social work in the community. Students receive structured supervision and do not have decision making authority.

***Under no circumstances can a student use their paid position as an employee of an agency as their field placement position.*** The Department of Social Work recognizes that some agencies have multiple programs that would offer employees, who are also MSW students, opportunities to complete a field placement in programs where they are not employed. The student may request placement in the agency where the student is employed when:

1. It can be documented that the student's place of employment can provide a set of learning experiences that are different from their employment activities.
2. Those learning activities support foundation or concentration year learning competencies established for the advanced generalist social work practice.
3. The student would have a field supervisor different from the person who supervises his/her employment position.
4. The field site meets all of the other criteria for selection of a field agency.
5. Field education must be educationally focused to meet the learning needs of the student and not agency focused.
6. If approved, students are allowed to complete two semesters of field placement at their place of employment and two semesters of field placement are to be completed in an agency where the student is not employed. An exception can be requested if an agency is large enough to offer many programs and have the

ability to offer the student an additional experience that is different from any experience the student has previously obtained.

When the above conditions can be met, the student may complete the *Application for Field Placement at Place of Employment* form. In this application the student outlines the usual salaried duties (formal job description), the new duties proposed for their field placement activities, the name of their employment supervisor, and the name of the proposed field instructor. The Field Coordinator, may request that all field placement participants meet and review the proposed plan to ensure that all criteria in this section will be met by the proposed plan. Not all employment situations will be approved for field placement, and decisions will be made on a case-by-case basis by the Field Coordinator and in consultation with the MSW Program Director, according to the above criteria.

This policy applies to salaried employment and not to stipends provided through grants or contracts obtained by the Department of Social Work or provided directly by organizations accepting students for field placements.

Please note that students take a risk when they decide to complete a placement at their place of employment. If the student chooses to leave the place of employment or is terminated from their place of employment, the field placement could also be at risk of termination. In these cases, the student will work with the Field Coordinator to develop another field placement. Sometimes alternate placements may be difficult to obtain, depending on when the change in placement occurs. A student may not be able to secure another placement in a timely manner, and the student's graduation date may be impacted as a result.

### **Stipends**

Concordia University Wisconsin welcomes the ability of some agencies to offer stipends for students placed in a field education setting. A stipend is fixed/regular payment in the form of an allowance given to a student who is engaged in a non-salaried field placement agreement. It should not be confused with payment given to a salaried employee or an employee receiving compensation at an hourly rate.

### **Criminal Background Check/Drug and Alcohol Screening**

It is the Policy of the School of Health Professions that every student must complete a criminal background check by the agency identified by the University. Students complete the background check at the time of their initial application to the program. Students must use the CUW provider for the background check. Students are responsible for paying for the background check and for providing access to the report to the Department of Social Work.

Students need to be aware that certain convictions may preclude a student from being accepted into a placement, or from obtaining a license after graduation. Depending on the seriousness of the conviction, the student may be prohibited from seeking certification in the State of Wisconsin and other states. Placement agencies have the right to decline a student for

acceptance as a student intern. Students who are unable to obtain a placement may not successfully complete the Master of Social Work (MSW) program. In addition to CUW's background check, students may be subject to a background check and/or a drug and alcohol screening by their field agency.

If a student has concerns related to results of the background check, they should contact the Field Coordinator. Students may also contact the Social Worker Licensure Board with specific questions. Once the background check is completed, should any new situations occur that would affect the outcome of a background check, students must notify the Field Coordinator immediately. MSW students will be required to provide an updated criminal background prior to beginning each field placement.

## **Selection of Field Instructors and Task Supervisors**

### ***Field Instructors***

The significance of the field experience as preparation for professional social work practice requires those responsible for supervising the student to have appropriate social work qualifications. To meet the challenges of educating social work students, the Field Instructor should have earned an MSW from a CSWE accredited social work program. If the Field Instructor does not have an MSW, other arrangements may be established to provide social work supervision.

The MSW Field Instructor contracts with the University and student to teach and monitor learning processes and practice in the field agency and in the community. It is essential that the supervisor have the approval of the field agency, and the Department of Social Work, to serve in this capacity. As field supervisors are selected, it is important for them to have the following qualities:

- An interest, willingness and availability to work with students
- Ability to organize learning tasks and serve in a teaching role in advanced generalist social work practice
- Holds an MSW from a CSWE accredited program
- Has a minimum of two years of post MSW social work practice experience and one year of experience in the agency
- Has experience and expertise in the type of social work practice(s) in which supervision is needed
- If possible, has at least one year of supervision, field instruction, or task supervision experience
- Supportive of the Department of Social Work MSW program
- Has the capacity to stimulate and support students in the learning process
- Free of any NASW sanctions and social work licensing standards violations

### ***Task Supervisor***

In some situations a task supervisor may be assigned to work alongside an MSW Field Instructor to provide support and task supervision for the MSW student. This may occur when the task supervisor has expertise in a certain area related to the student's learning goals, but they may not have the degree or qualifications to provide sole field instruction. In other instances, a task supervisor may work in coordination with an off-site Field Instructor (see policy on the selection of an off-site Field Instructors). If there is an off-site Field Instructor, the task supervisor serves as the day-to-day supervisor, mentor and teacher. The Field Instructor and the task supervisor should meet a minimum of two times each month. The student is primarily responsible to the Field Instructor for completion of the Learning Contract. It is important for the Task Supervisor and the Field Instructor to work together closely to ensure that learning objectives are being monitored and satisfactorily achieved. Criteria for selection of task supervisors include:

- An interest and willingness to work with the student and Field Instructor in developing learning activities and monitoring student progress toward these goals
- Experience and expertise in areas of practice designated within the learning contract
- Skill in teaching
- Ability to conceptualize and apply concepts consistent with the theoretical framework

Field Instructors and task supervisors must have a completed Field Instructor Information form on file with the CUW Department of Social Work to provide documentation of their credentials.

### ***Off Site Supervisor***

To ensure guided field instruction and supervision is aligned with social work values, ethics, skills, and knowledge, it is required that field instructors hold an MSW degree from a CSWE accredited program. In those cases, when a potential field placement agency does not have an MSW on staff to provide field instruction, it may be possible for a student to receive field supervision from an off-site individual that possesses a MSW. These decisions will be made on a case-by-case basis. For cases in which a field instructor does not hold a CSWE-accredited degree, or does not have the required two years post social work degree practice experience, the social work faculty assume responsibility for reinforcing the social work perspective by assigning an *Off-Site Supervisor*. *The Off-Site Supervisor must have a social work degree from a CSWE-accredited program and two years of post-social work degree practice experience.*

The Off-Site supervisor arranges for one-hour of weekly supervision with the student to discuss and reinforce the social work perspective. The Off-Site Supervisor meets with the agency supervisor and the student at the beginning of the first semester, to review and help in the development of the learning contract, and discuss supervision scheduling with the student.

The Off-Site supervisor meets with the student, and the agency supervisor to over-see the development of the Field Learning Contract, and the evaluation of the Learning Contract at mid-term, and the end of each semester.

The Off-Site supervisor meets with the student weekly to reinforce the social work perspective. Meetings occur in the office of the Off-Site Supervisor, the field agency, virtually, or other agreed upon method.

The Off-Site Supervisor and agency task supervisor communicate twice each month, or more frequently if necessary, to oversee the internship activities and reinforce the social work perspective at the supervisory level. The task supervisor and Off-Site supervisor discusses the student's experiences, cognitive/affective responses to the social work situation, how the student's developing and demonstrating integration of the knowledge base, application in practice, and the impact on the student's experience in field. The learning contract is reviewed and recommendations are made to support the demonstration of behavior consistent within dimensions – knowledge, values, skills, and cognitive/affective responses. Other issues are discussed, as needed, reinforcing the social work perspective. Supervision through the lens of the dimensions (knowledge, values, skills, affective/cognitive responses), supports the reinforcement of the social work perspective.

The Off-site supervisor reports to the Field Coordinator a minimum of twice each semester, or more often if needed. The Off-Site supervisor is responsible for the evaluation of the Learning Contract.

### **Supervision**

The student must meet weekly for one hour with the field instructor to evaluate the student's progress related to the learning contract as well as their adjustment to the field setting. The student is given feedback by their field instructor and other field placement staff that may be working with the student. The student is also responsible for giving feedback about supervision and their field setting. If a Task Supervisor is also working with a student, weekly one hour meetings with the task supervisor should also be scheduled, and the MSW field instructor would then schedule bi-monthly meetings with the student.

### **Orientation and Training for New Field Instructors**

Orientation to the MSW field program is required for all field instructors and identified task supervisors. The preparation of field instructors for the supervision of students will consist of a group training session, conducted by the Department of Social Work. Training will consist of a review of the field manual, the learning contract for students and instruction for completing the evaluation of the student's performance. If the Field Instructor is unable to attend the group training session, an individual session will be scheduled between the field instructor and the Field Coordinator.

## **Placement Difficulties & Changing Field Placements**

Students are placed in a field agency for two semesters in the foundation year and for two semesters in the concentration year. Students are expected to remain in these placements for the duration of the year. Occasionally, a field placement does not meet the needs of the student, the Department of Social Work, or the Field placement agency. Reasons might include changes in agency personnel, instability in an agency due to loss of funding, unavailability of quality learning experiences, lack of required supervision or possible ethics violations on the part of the student or the field agency. Students are encouraged to attempt to resolve problems in their field placements when first identified with the assistance of the field instructor and/or the Field Coordinator. Many times problems can be resolved in this way. In the event that a problem in the field placement is not able to be resolved, it is possible for a student to change field agencies.

We strongly encourage every effort be made to resolve problematic issues and preserve the field placement. Optimal learning and the integration of knowledge comes from the length and depth of the field experience. Starting over with a new field placement limits the depth and breadth of learning.

If a change in placement is necessary, the Field Coordinator will notify the Chair of the Department of Social Work and provide details. If a second disruption in the field placement occurs for a student, the issue will be brought to the attention of the Chair of the Department of Social Work and the Field Coordinator and a student review may be initiated. A determination on whether or not the student should continue in field education will be discussed and decided upon at either level of these administrative processes. Students should also understand that if they are deemed to not be appropriate for field education, they will be dismissed from the program.

### **Placement Difficulties**

A student experiencing a problem with the field placement agency that is interfering with the ability to achieve the competencies and associated behaviors should take the following steps:

1. Discuss the problem with your field instructor and attempt to resolve the problem.
2. If you feel that you are unable to discuss the problem with your field instructor, or there are serious and extenuating circumstances that prevent you from discussing the problem with your field instructor (e.g. you believe that you are experiencing harassment or if there is a serious ethics violation on the part of the field instructor), you should discuss the problem with the Field Coordinator.
3. If the problem has the potential to be resolved, the Field Coordinator will arrange a meeting with you and the Field Instructor in an effort to reach a resolution.
4. If these steps fail to resolve the problem, and if you are unable to complete the learning contract in the assigned field placement you will need to complete a *Request to Change Field Placement* form.

5. Students should not leave or resign from their field placement without first talking with the Field Coordinator and attempting to work out any difficulties that may have arisen.

### **Request to Change Field Placement**

Should the process involving a problem in the field placement result in a change in your field placement you are encouraged to work with your field instructor to make this change with the least disruption of services to clients with whom you are working. A student MAY NOT change their field placement until a Request to Change Field Placement form (Appendix F) is completed and approved. If possible you should complete a termination process with your agency and client(s).

### **Early Termination of a Field Placement**

A student's field placement may be terminated for the following reasons:

- Poor academic performance
- Lack of student's ability to follow work-related policies
- Lack of necessary knowledge base for entry level practice
- Failure of the student to meet the expectations for ethical practice

Before terminating a field placement, attempts will be made to resolve the problem and provide the student with the necessary supports to continue the field placement. If these attempts fail, it may be necessary for a field placement to be terminated early. A plan to resolve these problems would need to be completed before the student could begin another field placement. It is possible that this could delay a student's completion of the MSW program with their cohort.

## **Roles and Responsibilities**

### **Student Responsibilities**

The student is the central person in the field placement experience and is expected to play an active role in planning and implementing his/her learning experiences in the field placement. They are expected to actively seek out the types of learning experiences that will help integrate the classroom learning and enable the development and expansion of professional skills. The student is expected to mutually engage in this process with the Field Instructor.

The following specific student responsibilities are important for creating optimal learning conditions in the field placement.

1. Familiarity with the MSW field manual and student handbook, CSWE competencies, NASW Code of Ethics and theoretical frameworks, the CUW Student Code of Conduct, and the Department of Social Work's Student Code of Conduct.
2. Follows the Department of Social Work's timelines in completion of all requirements for field instruction including, but not limited to the following:



- *Field Placement Application*
  - A professional résumé.
  - Pre-placement interview and internship acceptance.
  - Background check and updated report as required.
  - The *Learning Contract* must be completed within the timeframe provided by the Field Coordinator for the academic semester. A printed copy of the signed Learning Contract must be submitted to the Field Coordinator. An updated Learning Contract will be submitted as required.
  - Participation in midterm placement evaluations, completed in the middle of the fall and spring semesters.
  - Participation in final evaluations, completed at the end of the fall and spring semesters.
  - If a student leaves a field placement prior to completion, a final evaluation will be required.
  - A signed submission of the student's hours completed at the end of each semester. All field hours **MUST** be completed by the last day of finals week. In the event of extenuating circumstances, and field hours have not been completed by the last day of finals week, a student review may be requested at the discretion of the Field Coordinator and/or Department Chair.
3. Actively participate in the field placement process by identifying his/her learning needs and preferences.
  4. Schedules interviews with potential placement sites and obtains any additional information that will facilitate the selection process of a field agency.
  5. Conducts oneself in a manner that demonstrates respect for and accountability to the field placement agency, client systems, the community, and professional student colleagues.
  6. Abides by field agency policies and procedures.
  7. Adheres to the *NASW Code of Ethics* surrounding confidentiality and privacy laws and guidelines related to client data and information.
  8. Adherence to the attendance policies for seminars and placements as established by the program.
  9. Prepares for and actively participates in weekly field supervision and self-assessment.
  10. Initiates and follows through with all learning activities developed in collaboration with the agency Field Instructor.
  11. Completes adequate paperwork/recordings to document the quality and effectiveness of the student's work as well as progress toward achieving the competency behaviors.

12. Seeks assistance from the agency Field Instructor and the Field Coordinator if problems arise. The student is responsible for taking such action as soon as any concerns arise.
13. Takes responsibility to receive and respond to email sent to the CUW email address.
14. Takes responsibility for being present at the agency when scheduled, and for being on time.
15. Dresses appropriately according to the nature of the field setting.
16. Participate fully in planned activities including conferences, seminars, and field education assignments.
17. Calls the agency when unable to report to for field education. Plans for making up the time must be made with the agency supervisor *within two weeks of absence*.
18. Adhere to the holiday policy: university holidays and vacations will be observed, however the student needs to discuss holidays and vacation days with the Field Instructor in advance. Based on the needs of the agency or student responsibilities, the student may choose to attend their field placement during the holidays, university breaks, or on weekends. Regardless of additional hours in accrued during breaks, the student must continue in the field placement until 30 days prior to the end of the semester. Liability insurance remains in place when CUW is not in formal session.
19. Provides or makes arrangements for transportation connected to field placements.
20. Asks questions of the Field Instructor in a timely manner when uncertain, confused, or frustrated.
21. Actively participates in indirect service activities (such as planning and organizational tasks) that are appropriate for social workers.
22. Students are subject to the authority, policies, and regulations of the University. During their field placement, they are also subject to the same applicable rules, regulations and policies as are established for agency employees in matters relating to the welfare of clients.
23. Students are expected to assume new responsibilities and to take appropriate risks that will enhance learning. A successful placement is the result of the student's demonstration of skills, behavior, knowledge, and initiatives.
24. Students are not employees of the agency. Students have the status of learners, and will not replace agency personnel, nor give service to clients apart from their field placement responsibilities.

### **Agency Responsibilities**

A successful field placement experience is directly correlated with a strong and effective working relationship between the Department of Social Work and the field agency and staff. The success of the partnership is dependent on the commitment of the field agency to provide a

quality field experience, the skills of the Field Instructor and task supervisor, and the support from the Department of Social Work. The following outlines the key responsibilities of the field agency, the Field Instructor, and task supervisor.

By agreeing to host a MSW field student, the agency agrees to the following specific responsibilities:

1. Completes the paperwork to document the suitability of the field placement, necessary contracts, and the Field Instructor's credentials.
2. Provides a qualified Field Instructor in accordance with guidelines set forth by the Department of Social Work.
3. Provides the necessary time for the Field Instructor and task supervisor to complete their responsibilities related to the field instruction.
4. Provides the student with the necessary supports to complete their field placement including work space and administrative support.
5. Relates to the student in their student learner role and not as though they were a paid employee.
6. Offers the students opportunities to integrate practice behaviors consistent with the nine competencies through learning activities, and within an organizational structure.
7. Familiarizes the student with the agency's personal safety policies and protocol.
8. Understands that students are not employees of the agency. Recognizes that students have the status of learners and will not utilize the intern to replace agency personnel or expect that they will give service to clients apart from their field placement responsibilities.

### **Field Instructor & Task Supervisor Responsibilities**

Field Instructors are primarily responsible for educating social work students in the context of the field placement. The Department of Social Work looks to Field Instructors to provide a variety of learning experiences for their students. The process of teaching requires thought, planning, and creativity. Assignments for the student will be influenced by the service demands of the agency. Field Instructors are expected to provide opportunities to help students move toward increasing autonomy as learners, to develop accountability as professional social workers, and to assist students in taking responsibility for their own learning.

The functions and responsibilities of the Field Instructor are as follows:

1. Introduce the student to staff members and provide an orientation to the field setting, familiarizing the student with:
  - a. The functions, policies, and goals of the department, agency, and institution.
  - b. The relationship of the agency to the community and other agencies.
  - c. The agency's expectations of the student.

2. Develop a learning climate and environment for the student in the agency through a learning/teaching plan or structure.
3. Provide assignments consistent with the skills of a generalist social worker and designed to promote the student's learning and professional development.
4. Provide the student the opportunity to observe other staff members at their field placement in specific situations (i.e., interviewing and other social work tasks).
5. Arrange for the student to attend staff and interdisciplinary meetings when appropriate.
6. Arrange for weekly one hour supervisory conferences with the student to discuss the application of basic social work concepts, values, and skills in field assignments.
7. Provide the student an opportunity to engage with individuals, families, groups, organizations and in the community.
8. Serve as a professional role model.
9. Provide ongoing supervision and evaluations of the student throughout the placement.
10. Participate in two meetings with the Field Coordinator, scheduled once in the fall and once in the spring. Meetings can be scheduled as in-person meetings or as conference calls.
11. Prepare mid-term and final evaluations of the student's performance.
12. Recommend a grade for the student's performance; however, the final grade will be determined by the Field Coordinator.
13. Inform the Field Coordinator of any problems or questions *as soon as they become evident*.
14. When possible, participate in meetings or seminars offered by Concordia University Wisconsin Department of Social Work.

### **Field Coordinator Responsibilities**

The functions and responsibilities of the Field Coordinator are as follows:

1. The Field Coordinator facilitates the field experience and provides information to students and agencies in this process.
2. Assure that students assigned to the agency will meet the academic standards of the University.
3. Assume responsibility for the approval of student learning experiences in accordance with the policies of CUW and the agency.
4. Orient students and Field Instructors to the expectations of the University for students in field placements.

5. Monitor the progress of the student in the field placement through assignments, telephone contact with the field supervisor, and individual meetings with the students.
6. Promote three-way open communication between students, Field Instructors and the Field Coordinator related to suggestions for improving aspects of the field placement and dealing with student limitations. Student limitations will be addressed through a joint plan designed to meet this limitation.
7. Intervene when requested or needed to resolve any conflicts related to the field program that may arise between and among students, Field Instructors, community members or faculty.
8. Withdraw any student from an agency for reasons of health and/or performance provided that such request is not based upon unlawful discrimination.
9. Participate in the evaluation of each student at both the mid-semester and the end of each semester during the field placement. Evaluations can be in-person or via telephone.
10. Provide a grade to each student at the end of the semester. The final grade is based upon the Field Instructor's evaluation, semester assignments, and the meetings held with the student during the placement; however, the determination of the final grade is the responsibility of the Field Coordinator.

### **Attending Conferences as Field Time**

While completing the internship, students may have the opportunity to attend professional conferences, seminars, trainings, or other type of professional development activities. If these activities relate to the learning contract and competencies, and support professional growth and development, the student may include the hours spent in these activities toward the internship hours. As soon as possible prior to the activity, the student should consult with their individual Field Instructor and the Field Coordinator for permission. The Department encourages and supports student growth in multiple ways, and supports participation in professional development activities.

### **The Learning Contract**

The student learning contract is completed at the beginning of the fall semester and updated at the beginning of the spring semester. Should student goals or expectations need to be modified, an addendum may be written. The learning contract is due by the date outlined in the Field Education syllabus. The learning contract reflects the Council on Social Work Education's (CSWE) nine competencies and behaviors. The learning contract should be developed by the student in consultation with the Field Instructor and Field Coordinator. The student has ultimate responsibility for the learning contract and its timely completion.

The Learning Contract needs to reflect desirable, achievable goals. Time frames should be noted next to the goals under each Competency. It is helpful to have goals that are concrete and measurable, as this can serve as a benchmark for competency in the field experience. Students are advised to consult the supervisor to incorporate any agency-specific goals. The learning contract must be submitted to the Field Coordinator as outlined in the syllabus. Late submissions will result in a lower grade if the signed learning contract is not received on the designated date identified in the syllabus. This document serves as the basis for discussion at each field placement visit. The learning contract is to be signed by the student, Field Instructor, and Field Coordinator.

### **Assessment of Competency/Dimensions**

The Department of Social Work assesses nine competencies. The dimensions for assessment include knowledge, values, skills, and cognitive/affective responses. Dimension definitions for the evaluation of competency in field education are provided below. A 5-point Likert Scale to complete the assessment of each competency is also provided.

#### **Dimension Definitions**

- **Knowledge:** Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.
- **Values:** Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.
- **Skills:** Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses:** Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.

**Competency Rubric for the Evaluation of Student Performance:** The field instructor's, will use the following Likert Scale to evaluate student performance.

#### **5 POINT LIKERT SCALE**

**1=*incomplete*.** The student does not demonstrate competency.

**2=*developing*.** The student demonstrates beginning levels of competency.

**3=*accomplished*.** The student demonstrates academic integration of dimensions for competency.

**4=*practice level*.** The student demonstrates applied competency.

**5=exceeds expectations.** The student has advanced knowledge/skills and exceeds entry level practice expectations.

**N/A=not applicable.** The student has not had the opportunity for completion.

Assignments and activities identified in the learning contract and evaluation are planned for the duration of the field placement. Not all assignments are addressed during every evaluation period. When an assignment/activity has not been addressed or is not complete a rating of *n/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

### **Student Evaluation and Termination from Field**

Performance evaluation is an ongoing process that starts with the student's first day of field placement and culminates in a final written assessment at the conclusion of each semester. Evaluation provides students with a regular and predictable time when issues are discussed, performance is assessed, and goals are reviewed and defined. It occurs in both verbal and written formats.

Ongoing evaluation will take place during weekly one hour scheduled supervision sessions between the student and Field Instructor. The evaluation is the Field Instructor's assessment of the student's progress as well as the identification of where further improvement is needed. The student will be evaluated on the basis of personal and professional growth observed by the Field Instructor.

The required written evaluations occur twice each semester, at mid-term and at the completion of each semester. These evaluations are completed by the Field Instructor in collaboration with the student. Field Instructors and students need to respond to all sections of the evaluation, unless the section does not apply to the student's current placement activities. The section should be marked "NA." However, there should be a discussion to determine if there are ways that the student will have this experience at a future date. The student's section needs to reflect specific learning processes that support the CSWE standards. Evaluations will not be accepted which have not been fully completed. Semester evaluations must be accompanied by the Verification of Hours form with field placement hours and the Field Instructor's signature next to all entries. All field hours **MUST** be completed by the last day of finals week. In the event of extenuating circumstances, and field hours have not been completed by the last day of finals week, a student review may be requested at the discretion of the Field Coordinator and/or Department Chair.

The on-site visits by the Field Coordinator will take place two times during the course of the field placement. Visits are a combination of in-person visits and conference calls, depending on the needs of the student and the agency. Recently recruited agencies may need more in-person contact until they develop a routine in working with students. Prior to the site visit, the evaluation should be completed so a dialogue can take place regarding the student's field performance. The Field Coordinator is responsible for setting up a date and time that is agreeable to all participants involved with the site visit.

Students and Field Instructors are required to sign the evaluation to indicate the evaluation has been read and discussed. If the student is not in agreement with the evaluation, a statement indicating “non-agreement” should be made by the student on the evaluation form.

Because the field placement has consequences that also affect the well-being of clients, **students who receive a “B-” or lower in their field placement may be terminated from the program.** The Field Coordinator has the responsibility for determining the final grade for the field placement. Throughout the field placement process, any concerns about student functioning will be addressed. This is especially the case during the midterm and final evaluation meetings with the student, Field Instructor, and Field Coordinator. If a student receives a “B-” or lower at the midterm or final evaluation, a student review will result. The purpose of this meeting is to assist the student in identifying methods that can result in a successful field experience. A student will need to bring a formal written statement of concrete solutions they feel will assist them in having a successful field experience.

The student review begins with a written notice by the Field Coordinator outlining the concerns regarding the student’s performance in field. The student will then be required to attend a formal student review. During the review meeting, issues associated with field, concerns, and options will be addressed. The student will bring a written plan of corrective action to the meeting. The individuals invited to the student review will include the student, the Field Coordinator, and the Chair of the Department of Social Work. Options as a result of the student review include:

1. Return to placement with a written plan of action in place. If the student does not demonstrate significant improvement, the student may be terminated from the placement and/or the social work program.
2. Dismissal from the current field placement with an opportunity to repeat the field sequence. The field sequence can be repeated only one time in a future semester. Failure to receive a “B” or higher in a second placement will result in dismissal from the social work major.
3. Immediate dismissal from the social work program.

If a student has been *terminated* from the field placement as a result of conduct, excessive tardiness, absences, unprofessional behavior or any reason beyond expected professional behavior, the student is not guaranteed another field placement.

If the student is given the opportunity for a second field placement, the Department cannot guarantee a placement can be located, and cannot guarantee the placement will be in the same academic year. A student may need to wait until the following academic year to be placed in another agency, due to the date the student review occurs, the nature of the issue that created the termination, and the availability of appropriate field agencies willing to take a student intern. The recommendations of the Department Chair and Field Coordinator in attendance at the student review may be that the student must wait until the next academic year before a placement



will be attempted again; or that the student be given the opportunity to seek counseling or other corrective measures before another field placement can be attempted.

Please note that agencies who accept student interns are volunteers who have agreed to provide students with a valued field experience. Students need to be mindful of the gift they receive from an agency and field supervisor who agree to provide them with an internship. The agency and supervisor are not paid for the time, experience, or supervision they provide. They are not obligated to take interns and are not obligated to continue providing the internship experience for students who are disruptive to their agency, difficult to supervise, or who conduct themselves in unprofessional ways. They are not required to continue with students they feel are not appropriate for their field setting. Agencies have the right to dismiss students or terminate the field placement for any reason they deem necessary.

## **Insurance**

### ***Automobile Insurance***

If an automobile is needed to perform field placement responsibilities, the student's personal automobile insurance carrier is the primary coverage in the event the student has an accident. Students should consult with the insurance agency to determine if the agency covers job related accidents or injuries.

## **Overall Internship Experience**

### ***Student Evaluation of the Field Placement Experience***

Student evaluation of their field placement experience is an integral part of the evaluation process. A student's perception of their field placement and their learning experiences are an important component in maintaining a high quality internship program. Students should provide feedback to their Field Instructor and the Field Coordinator throughout the internship in field supervision meetings, in the integrated field seminar class and during the scheduled on-site visits and conference calls. Additionally, students complete an evaluation of their field placement. In this questionnaire, students have the opportunity to provide feedback about their field experience according to a number of criteria. Forms will be distributed to the student by the Field Coordinator. Feedback will not be shared with the agency. However students are encouraged to provide feedback to their Field Instructor during their field placement experience. Any problems or concerns about the field placement should be shared with the Field Instructor. The student should also discuss the experience during field seminar classes.

## **Safety Issues**

### **Guidelines for Risk Prevention and Management Strategies for Social Work Interns**

With increasing concerns about violence in American society, safety issues and the potential for violence affect both social workers and the clients they serve.

Students will need to work with their agency in identifying policy and procedures related to field safety. Every agency will be somewhat different and the student needs to become familiar with the specific agency policy. Most agency policies will:

- Provide guidelines and resources to increase safety awareness among social work students.
- Help students to be better prepared to handle potentially dangerous situations.
- Stimulate discussion among students, faculty, and Field Instructors about the presence of violence in social work settings.
- Provide strategies and/or training that can be utilized to reduce the risk of violence.
- Provide general guidelines for risk reduction and dealing with potentially violent or dangerous situations.
- Suggest general risk reduction guidelines for social work students.

Agency policy and safety risk factors will be discussed in field experience seminar class. It is very difficult to predict when dangerous behavior will occur. Should a student experience a situation where the student feels at risk or unsafe, the student needs to notify the Field Instructor as soon as possible, if not immediately. In addition, the student needs to contact either the Social Work Chair or the Faculty Field Coordinator immediately.

**The goals of risk prevention and management strategies should be to:**

- Protect the student, staff, and others in the environment.
- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally, rather than in actions.

Each field situation is unique. Appreciate realistic limitations. Keep your work area as safe as possible. When needed, alert available staff members that assistance may be required before entering a potential crisis situation. Always let your Field Instructor know when you leave the agency to make a home visit or off site meeting, and at what time they can expect you to return.

**General Personal Risk Reduction Guidelines for Social Work Students:**

Social work students find themselves in a variety of situations in various locations during their field placements. The following guidelines may help you reduce your personal risk to unwanted situations.

- **Awareness** – You must be aware of where you are and what is going on around you.
- **Body Language** – Walk confidently and be alert; keep your head up; stand straight.
- **Environment** – Be aware and think. Don't walk alone in an unfamiliar area, if possible.

- **Vehicle Safety** – Park your car in the agency lot or designated “safe” parking area. Lock your car. Do not park in alleys or side streets; use main streets. Be particularly aware of your parking situations while on field visits or in unfamiliar neighborhoods.
- **Cell Phone** – Always carry the agency issued phone and/or your personal cell phone in your front pocket, not buried in a purse or bag. Make sure it is fully charged and do not hesitate to use it in an emergency.
- **On-Line Resources** – Students are encouraged to visit the following websites, as well as search the internet for additional material that may be helpful.
  - **NASW** – Social Work Safety  
[www.socialworkers.org/pressroom/events/safety1006/default.asp](http://www.socialworkers.org/pressroom/events/safety1006/default.asp)
  - **NASW** – Code of Ethics  
<http://www.socialworkers.org/pubs/code/default.asp>

## **Appendices**

Appendix A – Field Instructor Information Form

Appendix B – Application for Field Placement

Appendix C – Student Learning Contract/Evaluation Advanced Generalist Year

Appendix D – Student Learning Contract/Evaluation Generalist Year

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## Appendix A – Field Instructor Information Form

### DEPARTMENT OF SOCIAL WORK FIELD INSTRUCTOR INFORMATION

The Council on Social Work Education (CSWE) requires our program keep documentation on field instructors. This form will only need to be completed once and kept on file electronically.

Name (Print) \_\_\_\_\_

Agency/Organization: \_\_\_\_\_

Agency Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Agency Phone Number: \_\_\_\_\_

Agency Email Address: \_\_\_\_\_

How long have you been in your current positions? \_\_\_\_\_

How long have you been in the field of social work? \_\_\_\_\_

Education:

Baccalaureate Degree:  BSW  Other \_\_\_\_\_

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

Year of Graduation: \_\_\_\_\_

Master's Degree: (if applicable)  MSW  Other: \_\_\_\_\_

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

Year of Graduation: \_\_\_\_\_

Doctoral Degree: (if applicable)

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

Year of Graduation: \_\_\_\_\_

Professional Licensing:

License & Number: \_\_\_\_\_ Year Obtained: \_\_\_\_\_

State held: \_\_\_\_\_

Area(s) of Specialization:

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Supervision:

How many BSW/MSW students have you supervised? \_\_\_\_\_

Theoretical Perspective(s) used:

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Activities Used in Supervision: (i.e. individual, group, case study, joint sessions, etc.)

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Please attach a copy of your professional résumé and/or copy of your school diploma of your highest social work degree.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix B – Application for Field Placement

### Application for Field Placement MSW Program

First Name \_\_\_\_\_ M.I. \_\_\_\_ Last Name \_\_\_\_\_

Email \_\_\_\_\_ Preferred Phone \_\_\_\_\_

Home Address \_\_\_\_\_

Current Address \_\_\_\_\_

Expected Date of Graduation \_\_\_\_\_

Geographic Areas where you would like to do your field placement? \_\_\_\_\_

Describe previously completed field placements/internships:

BSW \_\_\_\_\_

BA/BS \_\_\_\_\_

MS/MA \_\_\_\_\_

Please list the names of two agencies where you are interested in completing a field placement.

1. \_\_\_\_\_

2. \_\_\_\_\_

What type of setting would you like for field experiences?

#### Population of Interest: (Rank 1, 2, and 3)

\_\_\_\_ Children

\_\_\_\_ Youth

\_\_\_\_ Adults

\_\_\_\_ Families

\_\_\_\_ Older Adults

\_\_\_\_ Persons with Disabilities

\_\_\_\_ Other Populations (mental health, LGBTQ, ethnic, homelessness, health care, etc.)

#### Fields of Practice: (Rank 1, 2, and 3)

\_\_\_\_ Advocacy/social justice

\_\_\_\_ Family preservation/child welfare

\_\_\_\_ Addiction

\_\_\_\_ Mental Health

\_\_\_\_ Homelessness/low income

\_\_\_\_ Medical Social Work

\_\_\_\_ Social Work Administration

\_\_\_\_ Community Action

\_\_\_\_ Political Advocate

\_\_\_\_ Disability

\_\_\_\_ School Social Work

\_\_\_\_ Older Adult Settings

Domestic Violence

Hospice

Other Interests \_\_\_\_\_

---

Briefly explain why you selected these areas:

What are your career goals?

Do you drive?  Yes  No      Do you have access to a car?  Yes  No

Can you provide proof of car insurance?  Yes  No

\*Please note, during your field placement, you may be asked to transport clients in your personal car. CUW field students are NOT allowed to transport clients. It is essential that you follow this policy to protect both you and CUW from liability.

Please identify any languages that you speak fluently/sign (other than English):

Do you hold any licenses?  Yes  No

If yes, please list:

Title of License

License State

License Number

Are there any special needs or desires that you want considered in community and host agency selection:  Yes  No    If yes, please explain:

List the order of preference of all cities, towns and geographic areas that can be considered in selecting your placement?

- 1.
- 2.
- 3.

If there is a site not on the placement list that interests you, please provide the name, address and phone number of the agency:



If there is additional information you would like to provide about yourself that might impact selection of a field placement site, please do so here:

Are there any concerns about field placement that you would like the department to be aware of prior to making your placement? \_\_\_ Yes \_\_\_ No If yes, please explain:

The Department of Social Work will make reasonable efforts to work with a student to find a suitable field placement, but does not guarantee an internship for students. Should a student not be accepted for a field placement after reasonable efforts by the school, a Formal Student Review will be initiated by the Field Coordinator. Reasonable efforts for a placement in an internship are considered to be:

- Offering the student three field placement referrals, all of which the student refuses
- Three post-interview rejections of a student by potential field agencies.
- A student refuses three offers for field placement

The faculty of the Department of Social Work adhere to the NASW Code of Ethics and expects all MSW students to conduct themselves in accordance with the Code of Ethics at all times.

I understand I am expected to demonstrate professional conduct according to the NASW Code of Ethics in my social work field placement. I understand a violation of the NASW Code of Ethics may prevent me from completing my Field Education or MSW program.

Further, I agree to abide by the policies and procedures set forth in the Field Manual and agree to represent myself, the Social Work program and Concordia University Wisconsin in a professional, ethical and respectful manner.

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

Print Name \_\_\_\_\_

- ❖ Please submit completed and signed form to the Field Coordinator
- ❖ Students should **not** contact Field Agencies until after a meeting with the Field Coordinator

## Appendix C – Student Learning Contract/Evaluation—Advanced Generalist Year

### CONCORDIA UNIVERSITY WISCONSIN DEPARTMENT OF SOCIAL WORK

#### MASTER OF SOCIAL WORK (MSW) – ADVANCED GENERALIST YEAR STUDENT LEARNING CONTRACT AND FIELD EVALUATION

Academic Year: \_\_\_\_\_ Date: \_\_\_\_\_

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

Evaluation Period:

Fall Semester: (Initial) \_\_\_\_\_ (Mid-term) \_\_\_\_\_ (Final) \_\_\_\_\_  
Spring Semester: (Initial) \_\_\_\_\_ (Mid-term) \_\_\_\_\_ (Final) \_\_\_\_\_

Placement Site: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Title/Position: \_\_\_\_\_

Field Coordinator: \_\_\_\_\_

Cumulative Hours: \_\_\_\_\_

*(Student must complete 225 hours total per semester)*

#### **THE LEARNING CONTRACT**

The Learning Contract is an agreement between the student, field instructor, and faculty instructor. Its purpose is to establish a baseline learning agreement that will guide the student's social work field experience. The Learning Contract reflects the educational goals of Concordia University's Department of Social Work and the Competencies of CSWE, the Council on Social Work Education. The CSWE Competencies are comprised of knowledge, values and skills essential to social work practice. These Competencies are further operationalized in Practice Behaviors. Field Placement/learning activities should provide students with opportunities to master the Competencies and Practice Behaviors, and achieve the goals of the program.

Working from the nine Competencies, the student and field instructor will design practice foundation goals (learning activities) towards which the student will work. At the beginning of each semester, the student and agency Field Instructor (and Task Supervisor if applicable) use this form to design specific student learning activities. Several learning activities are embedded in

course curriculum. Students should also work with their Field Instructor to create agency specific learning activities. **Learning Contracts are due by the date indicated in the course syllabus.** Throughout the semester, the Student, Field Instructor and Task Supervisor (if applicable) should review the Learning Contract to assess student progress on the learning activities. During each evaluation period (mid-term and final), this form is used to help assess student's progress towards mastering the Competencies and their field placement learning activities.

### **STUDENT SCHEDULE COMMITMENT FOR FIELD PLACEMENT**

Below, please indicate your planned weekly schedule for your field placement. Remember to inform your field instructor in advance of any CUW breaks or vacation dates to plan for these events, and notify as soon as possible if ill. **To complete the 225 hours a semester, a target of 18 hours per week will typically meet the requirement for the semester.**

Monday _____	Thursday _____
Tuesday _____	Friday _____
Wednesday _____	Saturday _____
	Sunday _____
Total Weekly Hours _____	

Field Instructors and students are expected to schedule a one hour meeting weekly to discuss the learning experience and development of competencies.

### **EVALUATION**

The evaluation of a student's field performance is an ongoing process and occurs in both on-going verbal and written feedback. Written evaluations occur twice a semester, at mid-term and again at the completion of the semester (the final). This process helps students, field instructors, and CUW faculty to determine future goals, successful learning, levels of achievement, and areas that need additional instruction, experience, or effort.

You will find bulleted qualifiers under each of the behaviors. ***Please note that the bullets listed are only suggestions to highlight and help you identify the behaviors of your student.*** Keep in mind that the rating should reflect the student's progress *at this point* in the overall internship. If the student's internship experience does not include tasks or activities related to the competency enter a "N/A" in the section. Please complete the questions at the end of the evaluation. No further write-up is necessary. After you and the student have reviewed the evaluation, sign it and submit it to the faculty instructor. The final grade for field placement is assigned by the faculty instructor.

**Assessment of Competency:** The Department of Social Work assesses nine competencies, listed below. The dimensions for assessment include knowledge, values, skills, and cognitive/affective responses. Dimension definitions for the evaluation of competency in field education are provided below. A 5-point Likert Scale to complete the assessment of each competency is also provided.

## Dimension Definitions

- **Knowledge:** Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.
- **Values:** Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.
- **Skills:** Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses:** Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.

**Competency Rubric for the Evaluation of Student Performance:** Field Instructor's, please use the following Likert Scale to evaluate student performance in each of the behaviors and competencies listed below.

### Rating Scale Criteria—5-Point Likert Scale

<b>1 = <i>incomplete</i></b>	The student does not demonstrate competency.
<b>2 = <i>developing</i></b>	The student demonstrates beginning levels of competency.
<b>3 = <i>accomplished</i></b>	The student demonstrates academic integration of dimensions for competency.
<b>4 = <i>practice level</i></b>	The student demonstrates applied competency.
<b>5 = <i>exceeds expectations</i></b>	The student has advanced knowledge/skills and exceeds entry level practice expectations.
<b>NA</b>	The student has not had the opportunity for completion

Please note: Assignments and activities identified in the learning contract are planned for the duration of the field placement. Not all assignments are addressed during every evaluation period. When an assignment/activity has not been addressed or is not complete a rating of *n/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

**Please refer to the Field Manual for complete descriptions of the nine competencies.**

## COMPETENCY #1

### Demonstrate Ethical and Professional Behavior

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Utilizes professional affiliations to create opportunities for life-long learning</b>	<ul style="list-style-type: none"> <li>Randomly seeks consultation from colleagues</li> <li>Shares innovative professional techniques with colleagues</li> </ul>	_____	Use supervision and evaluation to plan for ongoing professional learning and growth	
<b>B. Uses decision-making frameworks and concept maps to provide an organized structure for the selection and application of theories for intervention</b>	<ul style="list-style-type: none"> <li>Verbalizes reasoning for selected interventions</li> </ul>	_____	Describes own thoughts and emotions when describing responses to client	
<b>C. Seeks opportunities for inter-professional discussions that will impact the provision of services for individuals, families, communities and organizations</b>	<ul style="list-style-type: none"> <li></li> </ul>	_____	Completes eco-maps and genograms for assigned cases	
<b>D. Strategically uses supervision and consultation to address ethics in practice.</b>	<ul style="list-style-type: none"> <li>Presents case information to support questions during supervision</li> </ul>	_____	Participate in social work professional organizations, such as NASW	
<b>E. Appraises the intersection between Christianity and the NASW Code of Ethics</b>	<ul style="list-style-type: none"> <li>Verbalizes similarities between professional ethics and Christian values</li> </ul>	_____	Attend and participate in weekly social work staff meetings where social workers discuss ethical issues and get feedback from coworkers  Research competing and complimentary codes of ethics in agency setting (education & social	

			work or health & social work) Ethical Dilemma presentations	
<b>F. Demonstrates the integration of Christian values with the NASW Code of Ethics when interacting with constituents and agency clients.</b>	<ul style="list-style-type: none"> <li>Verbalizes dilemmas during supervision</li> </ul>	_____		
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #2****Engage Diversity and Difference in Practice**

Students will demonstrate the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓

<b>A. Seeks opportunities to strengthen knowledge and support services to an increasingly diverse and global society</b>	<ul style="list-style-type: none"> <li>Pursues knowledge/information about unknown culture</li> </ul>	_____	Use supervision to identify and explore issues in cultural competency	
<b>B. Exercises leadership in the development of necessary alliances to advocate effectively for change with underserved at risk populations and other groups</b>	<ul style="list-style-type: none"> <li>Initiates contact/meeting with community service providers for particular population being served</li> </ul>	_____	Assign culturally-unfamiliar cases  Participates in a diverse cultural event	
<b>C. Employs (models) conscious use of self, self-reflection, self-monitoring, and self-correction in practice situations</b>	<ul style="list-style-type: none"> <li>Verbalizes self-growth and self-improvement areas</li> <li>Verbalizes and demonstrates management of biases when working with a diverse population</li> </ul>	_____	Completes self-reflection reports  Develop professional inter-agency alliances with diverse organizations  Prepare a program that meets the needs of a specific cultural group	

#### Assessment of Dimensions

<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.	

#### EXAMPLES:

#### FIELD INSTRUCTOR COMMENTS:

#### STUDENT COMMENTS:

### COMPETENCY #3

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

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Eval Score Midterm/Final	Learning Activities	✓
<b>A. Incorporates an understanding of regional and global interconnections of oppression and applies this understanding to social work practice</b>	<ul style="list-style-type: none"> <li>• Verbalizes past and current injustices toward client and constituents</li> <li>• Verbalizes understanding of historical forces contributing to current social injustices</li> </ul>	_____	<p>Writes an article for placement agency publication describing a plan to promote social justice to client population</p> <p>Reflection paper</p>	
<b>B. Engages in community collaborations that foster social and economic justice and social change</b>	<ul style="list-style-type: none"> <li>• Engages with community leaders</li> </ul>	_____	<p>Familiarize yourself with relevant advocacy agencies and develop personal contacts with professionals in those organizations</p> <p>Identify common economic barriers for agency population being served</p> <p>Familiarize yourself with current political or community events that may impact clients</p> <p>Demonstrate critical thinking around economic forces that may be impacting clients</p>	
<b>C. Analyzes the consequences of social and economic injustice for constituent groups</b>	<ul style="list-style-type: none"> <li>• Identifies client outcomes of social programs</li> </ul>	_____		



<b>D. Takes action to promote humane and responsive social institutions, social policies, programs, and practice</b>	•	_____		
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #4****Engage in Practice-Informed Research and Research-Informed Practice**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Uses evidence-based research findings to inform and improve practice</b>	<ul style="list-style-type: none"> <li>Verbalizes rational for client interventions using evidence-based research</li> </ul>	_____	Identifies research topic appropriate for placement agency client population	
<b>B. Designs, implements, and interprets social work research</b>	<ul style="list-style-type: none"> <li>Uses linear and circular thinking when applying research findings to explain client behavior</li> </ul>	_____	Designs research instrument	

<p><b>C. Articulates how research findings can improve social service delivery</b></p>	<ul style="list-style-type: none"> <li>• Verbalizes impact of research on micro, mezzo, macro levels</li> </ul>	<hr/>	<p>Implements research study</p> <p>Completes research study and compiles information into research paper</p> <p>Presents research findings to placement agency designees</p> <p>Critically analyze how your agency utilizes data to make practice and policy decisions</p> <p>Apply critical thinking to understand how your agency uses the professional literature to determine best practices and practice models used</p>	
<p><b>Assessment of Dimensions</b></p>				
<p><b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b></p>				<p>Field Instructor's Evaluation of Dimensions (Use Likert Scale)</p>
<p><b>Knowledge</b>—Student demonstrates applied knowledge on: social &amp; economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.</p>				
<p><b>Values</b>—Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.</p>				
<p><b>Skills</b>—Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.</p>				
<p><b>Cognitive/Affective Responses</b>—Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.</p>				

**EXAMPLES:**

**FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #5****Engage in Policy Practice**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Applies techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social wellbeing through effective service</b>	<ul style="list-style-type: none"> <li>Collaborates with client, colleagues, and agencies to revise an ineffective policy</li> </ul>	_____	<p>Leads a group of system-delivery professionals in writing a policy-change proposal</p> <p>Develops a revised policy plan to create an effective service delivery between systems</p>	
<b>B. Evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients</b>	<ul style="list-style-type: none"> <li></li> </ul>	_____	<p>Presents revised system-delivery policy plan to agency designees</p> <p>Describe barriers and catalysts of service delivery to agency clients</p>	
<b>C. Articulates the impact of policies on service delivery and conducts assessments and evaluations of the implementation of policy</b>	<ul style="list-style-type: none"> <li>Identifies in Needs Assessment barriers to client well-being created by policies</li> <li>Identifies in Strengths Assessment benefits to client well-being created by policies</li> </ul>	_____	<p>Participates in a government meeting which addresses service delivery to client and constituent population</p> <p>Completes a system-delivery policy change proposal paper</p> <p>Identify currently proposed</p>	

			legislation at the State or Federal level and analyze the impact of this potential policy on clients	
<b>D. Identifies gaps in policies at varied levels, e.g. agency policies, public policies, and regulations</b>	<ul style="list-style-type: none"> <li>• Articulates each system's responsibility in the revised system-delivery plan</li> <li>•</li> </ul>	_____		
<b>E. Provides leadership with colleagues, client systems, and agencies for effective policy action</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	_____		

**Assessment of Dimensions**

<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.	

**EXAMPLES:**

**FIELD INSTRUCTOR COMMENTS:**

**STUDENT COMMENTS:**

**COMPETENCY #6**

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

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/
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				activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Uses appropriate assessment and intervention strategies grounded in human behavior theories and conceptual frameworks</b>	<ul style="list-style-type: none"> <li>• Uses a variety of engagement skills relative to client need</li> </ul>	_____	Utilizes case consultation weekly	
<b>B. Critique and apply knowledge to understand the person in the environment</b>	<ul style="list-style-type: none"> <li>• Identifies relevant theories to explain rational for specific engagement techniques</li> </ul>	_____	Documents in agency chart engagement techniques for assigned client  Provides an in-service on engagement approaches for micro, mezzo, macro levels to agency colleagues  Completes case presentation on engagement techniques used with clients/constituents  Visit places in the community that will increase understanding of clients' social systems	
<b>C. Engages in relationship building activities in varied client systems and evaluates the clients' perception of the quality of the relationship</b>	<ul style="list-style-type: none"> <li>• Verbalizes engagement techniques that worked and those that needed to be changed based on client response</li> </ul>	_____		
<b>D. Employs culturally responsive engagement skills</b>	<ul style="list-style-type: none"> <li>• Uses culturally-sensitive engagement approaches</li> </ul>	_____		
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life				

for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one’s own emotions.	

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #7****Assess Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

		Field Instructor’s Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Assesses, intervenes, and evaluates complex problems with systems of all sizes and types</b>	<ul style="list-style-type: none"> <li>• Uses linear and circular thinking to explain client behavior</li> </ul>	_____	Completes eco-map and genogram for assigned cases	
<b>B. Evaluates the multi-system dimensions of client problems, and designs, with client system approaches, interventions that affect change at multiple systemic levels</b>	<ul style="list-style-type: none"> <li>• Identifies micro, mezzo, macro levels of contributing factors to client situation</li> <li>• Uses a strength-based approach</li> </ul>	_____	Develop a written assessment of a client that includes client strengths and weaknesses  Develop treatment/case plans with SMART goals, objectives, and strategies with the client or client system	
<b>C. Identifies the range of legalities and /or legal risks that may exist for a client or client system that may be considering accessing social services</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	_____	Accurately and thoroughly completes agency	

			assessment forms within required time-frame	
			Examine the professional literature in selecting appropriate intervention methods	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #8****Intervene with Individuals, Families, Groups, Organizations and Communities**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Builds culturally competent ways to enhance client choice, client motivation, and client hopefulness in change process</b>	<ul style="list-style-type: none"> <li>Involves client in treatment planning</li> </ul>	_____	Develops treatment plan or service contract which	

	<ul style="list-style-type: none"> <li>• Uses motivational interviewing techniques</li> <li>• Builds on client strengths</li> </ul>		<p>becomes part of agency chart</p> <p>Updates treatment plan relative to client change in needs</p> <p>Review client goals and objectives with client to monitor progress</p> <p>Facilitate referral process of client to another agency and/or services</p> <p>Observe, design, and facilitate individual, family, group, community and organizational interventions</p> <p>Create a community resource guide relevant to your client population</p> <p>Work with an inter-professional team to determine appropriate intervention outcomes</p>	
<b>B. Synthesizes and applies a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice</b>	<ul style="list-style-type: none"> <li>• Integrates services to help meet treatment goals</li> </ul>			

#### Assessment of Dimensions

<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.	



**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #9****Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Critically analyze multiple client system intervention processes for effectiveness and cultural competence</b>	<ul style="list-style-type: none"> <li>Describes rationale behind selected micro, mezzo, and macro levels</li> </ul>	_____	Evaluates practice outcomes of cases during weekly supervision	
<b>B. Evaluates the impact of intentional and unintentional practice approaches</b>	<ul style="list-style-type: none"> <li>Identifies positive and negative impact of selected interventions</li> </ul>	_____	Produces relevant research studies for interventions	
<b>C. Uses evidence based research to support methods of intervention in one's own practice</b>	<ul style="list-style-type: none"> <li>Refers to research articles and own observations to justify selected interventions</li> </ul>	_____	Completes Case Review paper  Recognize situations that require leadership to improve the quality and continuity of needed social services	
<b>D. Reviews, analyzes and evaluates the effectiveness of one's own practice</b>	<ul style="list-style-type: none"> <li>Uses linear and non-linear thinking to describe rational of own practice</li> </ul>	_____	Evaluate assessment/data collection and intervention practices and discuss with your Field Instructor	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's

	Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one’s own emotions.	

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:**



**FINAL**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Coordinator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please make sure that the:**

- Supervisor keeps a copy.
- Student keeps a copy.
- Student submits original with Verification of Hours to the Field Coordinator, (Sara Koefel, HS 110).
- Student should keep a copy of the Learning Contract and Evaluation signed by supervisor and the Verification of Hours.

Revised Summer 2018

## Appendix D – Student Learning Contract/Evaluation—Generalist Year

### CONCORDIA UNIVERSITY WISCONSIN DEPARTMENT OF SOCIAL WORK

#### MASTER OF SOCIAL WORK (MSW) – GENERALIST YEAR STUDENT LEARNING CONTRACT AND FIELD EVALUATION

Academic Year: \_\_\_\_\_ Date: \_\_\_\_\_

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

Evaluation Period:

Fall Semester: (Initial) \_\_\_\_\_ (Mid-term) \_\_\_\_\_ (Final) \_\_\_\_\_

Spring Semester: (Initial) \_\_\_\_\_ (Mid-term) \_\_\_\_\_ (Final) \_\_\_\_\_

Placement Site: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Title/Position: \_\_\_\_\_

Field Coordinator: \_\_\_\_\_

Cumulative Hours: \_\_\_\_\_

*(Student must complete 225 hours total per semester)*

#### **THE LEARNING CONTRACT**

The Learning Contract is an agreement between the student, field instructor, and faculty instructor. Its purpose is to establish a baseline learning agreement that will guide the student's social work field experience. The Learning Contract reflects the educational goals of Concordia University's Department of Social Work and the Competencies of CSWE, the Council on Social Work Education. The CSWE Competencies are comprised of knowledge, values and skills essential to social work practice. These Competencies are further operationalized in Practice Behaviors. Field Placement/learning activities should provide students with opportunities to master the Competencies and Practice Behaviors, and achieve the goals of the program.

Working from the nine Competencies, the student and field instructor will design practice foundation goals (learning activities) towards which the student will work. At the beginning of each semester, the student and agency Field Instructor (and Task Supervisor if applicable) use this form to design specific student learning activities. Several learning activities are embedded in

course curriculum. Students should also work with their Field Instructor to create agency specific learning activities. **Learning Contracts are due by the date indicated in the course syllabus.** Throughout the semester, the Student, Field Instructor and Task Supervisor (if applicable) should review the Learning Contract to assess student progress on the learning activities. During each evaluation period (mid-term and final), this form is used to help assess student's progress towards mastering the Competencies and their field placement learning activities.

### **STUDENT SCHEDULE COMMITMENT FOR FIELD PLACEMENT**

Below, please indicate your planned weekly schedule for your field placement. Remember to inform your field instructor in advance of any CUW breaks or vacation dates to plan for these events, and notify as soon as possible if ill. **To complete the 225 hours a semester, a target of 18 hours per week will typically meet the requirement for the semester.**

Monday _____	Thursday _____
Tuesday _____	Friday _____
Wednesday _____	Saturday _____
	Sunday _____
Total Weekly Hours _____	

Field Instructors and students are expected to schedule a one hour supervision meeting weekly to discuss the learning experience and development of competencies.

### **EVALUATION**

The evaluation of a student's field performance is an ongoing process and occurs in both on-going verbal and written feedback. Written evaluations occur twice a semester, at mid-term and again at the completion of the semester (the final). This process helps students, field instructors, and CUW faculty to determine future goals, successful learning, levels of achievement, and areas that need additional instruction, experience, or effort.

You will find bulleted qualifiers under each of the behaviors. ***Please note that the bullets listed are only suggestions to highlight and help you identify the behaviors of your student.*** Keep in mind that the rating should reflect the student's progress *at this point* in the overall internship. If the student's internship experience does not include tasks or activities related to the competency enter a "N/A" in the section. Please complete the questions at the end of the evaluation. No further write-up is necessary. After you and the student have reviewed the evaluation, sign it and submit it to the faculty instructor. The final grade for field placement is assigned by the faculty instructor.

**Assessment of Competency:** The Department of Social Work assesses nine competencies, listed below. The dimensions for assessment include knowledge, values, skills, and cognitive/affective responses. Dimension definitions for the evaluation of competency in field education are provided below. A 5-point Likert Scale to complete the assessment of each competency is also provided.

## Dimension Definitions

- **Knowledge:** Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.
- **Values:** Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.
- **Skills:** Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses:** Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.

**Competency Rubric for the Evaluation of Student Performance:** Field Instructor's, please use the following Likert Scale to evaluate student performance in each of the behaviors and competencies listed below.

### Rating Scale Criteria—5-Point Likert Scale

<b>1 = <i>incomplete</i></b>	The student does not demonstrate competency.
<b>2 = <i>developing</i></b>	The student demonstrates beginning levels of competency.
<b>3 = <i>accomplished</i></b>	The student demonstrates academic integration of dimensions for competency.
<b>4 = <i>practice level</i></b>	The student demonstrates applied competency.
<b>5 = <i>exceeds expectations</i></b>	The student has advanced knowledge/skills and exceeds entry level practice expectations.
<b>NA</b>	The student has not had the opportunity for completion

Please note: Assignments and activities identified in the learning contract are planned for the duration of the field placement. Not all assignments are addressed during every evaluation period. When an assignment/activity has not been addressed or is not complete a rating of *n/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

**Please refer to the Field Manual for complete descriptions of the nine competencies.**

## COMPETENCY #1

### Demonstrate Ethical and Professional Behavior

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Eval Score Midterm/Final	Learning Activities	✓
<b>A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</b>	<ul style="list-style-type: none"> <li>• Uses NASW code of Ethics when discussing decision-making</li> </ul>	_____	Use supervision and evaluation to plan for ongoing professional learning and growth	
<b>B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</b>	<ul style="list-style-type: none"> <li>• Describes own thoughts and emotions when describing responses to client</li> </ul>	_____	Journal Reflection paper  Completion of RFL—supervision process (Fall)	
<b>C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</b>	<ul style="list-style-type: none"> <li>• Student is punctual; attends during scheduled hours; communicates with supervisor about absences</li> <li>• Student contributes to case notes according to agency expectations</li> <li>• Student adheres to agency dress code</li> </ul>	_____	Participate in social work professional organizations, such as NASW  Attend and participate in weekly social work staff meetings where social workers discuss ethical issues and get feedback from coworkers	
<b>D. Use technology ethically and appropriately to facilitate practice outcomes.</b>	<ul style="list-style-type: none"> <li>• Student follows agency guidelines for computer usage</li> </ul>	_____		
<b>E. Use supervision and consultation to guide professional judgement and behavior.</b>	<ul style="list-style-type: none"> <li>• Meets weekly for one hour with supervisor or designee</li> <li>• Student is prepared to describe cases and pose questions</li> </ul>	_____	Read and routinely reference the NASW Code of Ethics	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)



<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one’s own emotions.	

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #2****Engage Diversity and Difference in Practice**

Students will demonstrate the following behaviors:

		Field Instructor’s Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Eval Score Midterm/Final	Learning Activities	✓
<b>A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</b>	<ul style="list-style-type: none"> <li>Student uses an eco-map to understand cases and verbalizes contributing factors of each level to client situation</li> </ul>	_____	Verbalizes own biases/discomfort  Use supervision to identify and explore issues in cultural competency	
<b>B. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</b>	<ul style="list-style-type: none"> <li>Students gather abundant information from client and client support system to explain client situation</li> </ul>	_____	Assign diverse population  Develops a plan for self-regulation	

<b>C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.</b>	<ul style="list-style-type: none"> <li>Recognizes and verbalizes own biases</li> <li>Verbalizes ignorance/discomfort with diverse populations</li> </ul>	<p>_____</p>	Journal Reflection paper  Research cultures (traditions, values, religions and family structures) of clients, groups, or communities to better understand them	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #3****Advance Human Rights and Social, Economic, and Environmental Justice**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Apply their understanding of social, economic and environmental justice to</b>	<ul style="list-style-type: none"> <li>Student identifies eco-system factors contributing to injustice</li> </ul>	<p>_____</p>		

<p><b>advocate for human rights at the individual and system levels.</b></p>	<ul style="list-style-type: none"> <li>• Recommends changes to micro, macro, mezzo levels</li> </ul>		<p>Completes Eco-map for clients (ongoing)</p>	
<p><b>B. Engage in practices that advance social, economic, and environmental justice.</b></p>	<ul style="list-style-type: none"> <li>• Student makes referrals for appropriate services to promote justice</li> <li>• Recommends changes in policies and service delivery to promote justice</li> </ul>	<p>_____</p>	<p>Identify common economic barriers for agency population being served</p> <p>Familiarize yourself with current political or community events that may impact clients</p> <p>Demonstrate critical thinking around economic forces that may be impacting clients</p>	

**Assessment of Dimensions**

<p><b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b></p>	<p>Field Instructor's Evaluation of Dimensions (Use Likert Scale)</p>
<p><b>Knowledge</b>—Student demonstrates applied knowledge on: social &amp; economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.</p>	
<p><b>Values</b>—Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.</p>	
<p><b>Skills</b>—Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.</p>	
<p><b>Cognitive/Affective Responses</b>—Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.</p>	

**EXAMPLES:**

**FIELD INSTRUCTOR COMMENTS:**

**STUDENT COMMENTS:**

### COMPETENCY #4

#### Engage in Practice-Informed Research and Research-Informed Practice

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Eval Score Midterm/Final	Learning Activities	✓
<b>A. Use practice experience and theory to inform scientific inquiry and research.</b>	<ul style="list-style-type: none"> <li>• Student will verbalize observations of client behavior</li> <li>• Identify client behavior patterns</li> </ul>	_____	Presents 3 research articles in supervision— (Fall/Spring)	
<b>B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</b>	<ul style="list-style-type: none"> <li>• Student uses linear thinking and circular thinking to describe effect of intervention on client</li> <li>• Student presents research articles to inform practice with clients</li> </ul>	_____	Incorporates evidence-based research in Spring intervention RFL  Critically analyze how your agency utilizes data to make practice and policy decisions	
<b>C. Use and translate research evidence to inform and improve practice, policy, and service delivery.</b>	<ul style="list-style-type: none"> <li>• Student will select interventions from research articles appropriate to client populations</li> </ul>	_____	Read professional journal articles relevant to your agency population	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

#### EXAMPLES:

**FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #5****Engage in Policy Practice**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Identify social policy at the local, state and federal levels that impacts well-being, service delivery, and access to social services.</b>	<ul style="list-style-type: none"> <li>• Student describes placement agency local, state and federal mandates</li> </ul>	_____	Read agency policy manual  Identify agency service providers  Describe barriers and catalysts of service delivery to agency clients	
<b>B. Assess how social welfare and economic policies impact the delivery of and access to social services.</b>	<ul style="list-style-type: none"> <li>• Student identifies service providers for agency</li> <li>• Student describes barriers and catalysts of service delivery to agency clients</li> </ul>	_____	Meet with the agency director to discuss mission and functions of agency	
<b>C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</b>	<ul style="list-style-type: none"> <li>• Recommends changes in policies to better serve client population</li> </ul>	_____	Give examples of key Federal and State policies that impact the agency  Completes Agency Organizational Analysis paper (Fall)  Completes Agency Service Delivery Program Proposal paper (Spring)	

<b>Assessment of Dimensions</b>	
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.	

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #6****Engage with Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</b>	<ul style="list-style-type: none"> <li>• Student uses specific engagement techniques with clients and support system</li> <li>• Student identifies theories to justify use of engagement techniques</li> <li>• Student documents in client chart engagement</li> </ul>	_____	<p>Describes engagement techniques during supervision</p> <p>Changes engagement techniques as necessary</p> <p>Demonstrate the use of your interpersonal skills to build relationships with clients</p>	

	approaches and activities used		Documents in chart engagement approaches and activities used	
<b>B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</b>	<ul style="list-style-type: none"> <li>Student uses and identifies empathic responses with clients and support system</li> </ul>	_____	<p>Visit places in the community that will increase understanding of clients' social systems</p> <p>Completes RFL—engagement process (Fall)</p>	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #7****Assess Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/activity when completed.
--	--	---	---	---

Competency Behaviors	Student Behaviors	Eval Score Midterm/Final	Learning Activities	✓
<b>A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</b>	<ul style="list-style-type: none"> <li>• Uses biopsychosocial-spiritual approach for assessment</li> </ul>	_____	Completes biopsychosocial-spiritual assessment and genogram for each client	
<b>B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	_____	Develop a written assessment of a client that includes client strengths and weaknesses	
<b>C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</b>	<ul style="list-style-type: none"> <li>• Student develops treatment plan with client to include support system</li> </ul>	_____	Completes agency assessment forms within required time-frame	
<b>D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	_____	Examine the professional literature in selecting appropriate intervention methods  Completes RFL—assessment/intervention process (Spring)	

**Assessment of Dimensions**

<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	



<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one’s own emotions.	
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**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #8****Intervene with Individuals, Families, Groups, Organizations and Communities**

Student demonstrates the following behaviors:

		Field Instructor’s Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</b>	<ul style="list-style-type: none"> <li>Student will use client pattern of behavior and research to justify selected interventions</li> </ul>	_____	Completes treatment plan/service contract (Spring)  Review client goals and objectives with client to monitor progress	
<b>B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</b>	<ul style="list-style-type: none"> <li></li> </ul>	_____	Facilitate referral process of client to another agency and/or services	
<b>C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</b>	<ul style="list-style-type: none"> <li>Student will seek out colleagues to assist with implementation of treatment plan</li> </ul>	_____	Observe and facilitate a group	
<b>D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</b>	<ul style="list-style-type: none"> <li></li> </ul>	_____	Create a community resource guide relevant to your client population	
<b>E. Facilitate effective transitions and endings that advance mutually agreed-on goals.</b>	<ul style="list-style-type: none"> <li></li> </ul>	_____	Work with an inter-professional team to determine appropriate	

			intervention outcomes  Completes RFL  Journal Reflection paper	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #9****Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale)	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Eval Score Midterm/Final</b>	<b>Learning Activities</b>	✓
<b>A. Select and use appropriate methods for evaluation of outcomes.</b>	• Student will utilize placement agency outcome evaluation techniques	_____	Evaluate assessment/data collection and intervention practices and	

<b>B. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</b>	<ul style="list-style-type: none"> <li>Recognize situations that require leadership to improve the quality and continuity of needed social services</li> </ul>	<p>_____</p>	discuss with your Field Instructor  Review client files to determine progress toward agreed upon goals	
<b>C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</b>	<ul style="list-style-type: none"> <li>Student will describe current case status using linear and circular thinking</li> </ul>	<p>_____</p>	Identify and apply human behavior theories as they apply to evaluation in the agency	
<b>D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and, macro levels.</b>	<ul style="list-style-type: none"> <li>Student will make recommended changes on all levels to help achieve outcomes</li> </ul>	<p>_____</p>	Presents a case(s) at agency staffing (Spring)  Case Final presentation & paper (Spring)  Completes RFL—termination process (Spring)	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATION in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:**

**ADDITIONAL COMMENTS**

(TO BE COMPLETED AT THE TIME OF MID-TERM AND FINAL EVALUATION PERIOD)

5. Identify the student's strengths.

6. Identify the area(s) where the student needs improvement.

7. What is the plan to address the area(s) needed for improvement?

8. Summarize the student's performance, overall, as it relates to these competencies.

**Signatures:**

**INITIAL LEARNING CONTRACT**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Coordinator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**MIDTERM**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Coordinator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FINAL**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Coordinator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please make sure that the:**

- Supervisor keeps a copy.
- Student keeps a copy.
- Student submits original with Verification of Hours to the Field Coordinator, (Sara Koefel, HS 110).
- Student should keep a copy of the Learning Contract and Evaluation signed by supervisor and the Verification of Hours.

Revised Summer 2018

## Appendix E – Verification of Field Hours



### VERIFICATION OF FIELD HOURS

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

Semester:  Fall  Spring Year: \_\_\_\_\_

Agency/Institution: \_\_\_\_\_

I verify that the above named student has completed the following  
Hours, as assigned/requested.

Field Instructor: \_\_\_\_\_  
(Signature)

Date \_\_\_\_\_ Print Name \_\_\_\_\_

**Requirements for MSW student field placements are: 450 hours annually for First Year Graduate Students—225 hours per semester. 450 Hours annually for second year Graduate Students—225 hours per semester. A total of 900 hours over 2 years.**

*Advanced Standing students must have a minimum of 450 during MSW year.*

**Upon Completion Return Form to:**  
Professor Sara Koeferl  
Social Work Department – HS 110  
Concordia University Wisconsin  
12800 N. Lake Shore Drive  
Mequon, WI 53097

<u>Week #1</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #2</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #3</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #4</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:


<u>Week #5</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #6</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #7</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #8</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #9</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #10</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #11</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #12</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:


<b>Week #13</b>	<b>Late/Sick</b>	<b>Time</b>	<b>Time</b>	<b># of Hours</b>	<b>Total Hours</b>	<b>Supervisor's</b>
<b>Day/Date:</b>	<b>Time Missed:</b>	<b>In:</b>	<b>Out:</b>	<b>For Day:</b>	<b>Accumulated:</b>	<b>Initials/Date:</b>

<b>Week #14</b>	<b>Late/Sick</b>	<b>Time</b>	<b>Time</b>	<b># of Hours</b>	<b>Total Hours</b>	<b>Supervisor's</b>
<b>Day/Date:</b>	<b>Time Missed:</b>	<b>In:</b>	<b>Out:</b>	<b>For Day:</b>	<b>Accumulated:</b>	<b>Initials/Date:</b>

<b>Week #15</b>	<b>Late/Sick</b>	<b>Time</b>	<b>Time</b>	<b># of Hours</b>	<b>Total Hours</b>	<b>Supervisor's</b>
<b>Day/Date:</b>	<b>Time Missed:</b>	<b>In:</b>	<b>Out:</b>	<b>For Day:</b>	<b>Accumulated:</b>	<b>Initials/Date:</b>



## Appendix F – Request to Change Field Placement

### Request to Change Field Placement Concordia University Wisconsin MSW Program



Christian Faith, Service, & Social Justice  
www.cuw.edu/socialwork

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Student Email Address: \_\_\_\_\_ F00#: \_\_\_\_\_

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

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

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

Email Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Field Coordinator: \_\_\_\_\_

Student Placement Level: \_\_\_\_\_ Generalist \_\_\_\_\_ Advanced Generalist

Reasons for requesting a change in field placement and efforts to resolve issues within agency:

\_\_\_\_\_

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**Student Signature**

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**Date**

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**Field Instructor Signature**

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**Date**

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**Field Coordinator Signature**

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**Date**

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**MSW Program Director Signature**

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**Date**

## Appendix G – Application for Field Placement at Place of Employment

### Concordia University Wisconsin Department of Social Work



Christian Faith, Service, & Social Justice  
www.cuw.edu/socialwork

### Application for Field Placement at Place of Employment

Please review the *Field Placement in a Student's Place of Employment* section of the MSW Field Manual before completing this form. The criteria outlined in that section must be met before a placement within an agency where the student is employed will be considered. This form should be completed by the student in consultation with, and with the agreement of, the current supervisor for employment as well as the proposed internship field instructor.

Please describe your current employment including the following information:

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

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

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

Student Phone: \_\_\_\_\_ Student Email: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Current job title: \_\_\_\_\_

Will there be a reduction of your job hours during your internship? \_\_\_\_ Yes \_\_\_\_ No

Please provide as much detail as possible regarding change or lack of change in job schedule, including coverage of your current responsibilities and current clients: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of current supervisor: \_\_\_\_\_

Supervisor's Phone: \_\_\_\_\_ Supervisor's Email: \_\_\_\_\_

Description and details of your current job responsibilities: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name and location of current work site: \_\_\_\_\_

Name and location of proposed internship field site: \_\_\_\_\_

Name of proposed internship field instructor: \_\_\_\_\_

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

Will your internship be paid: \_\_\_\_Yes \_\_\_\_No Will your salary continue? \_\_\_\_Yes \_\_\_\_No

Describe (in detail) the duties you expect to perform during your internship and explain how these will be different from your current job responsibilities: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please explain why completing an internship at your current place of employment is important or necessary to you:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please explain how interning at your current place of employment will support (or not) your MSW Program goals and objectives: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What new and significant learning do you expect to gain as a result of this field placement?

Please be as specific as possible: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Required Signatures** (By signing this form, I attest that I have been involved in the development of an internship plan within this student's current place of employment, and that I have read and am in agreement with the Field Placement in a Student's Place of Employment section of the MSW Field Manual.)

_____	_____
Student Signature	Date
_____	_____
Student's Current Supervisor	Date
_____	_____
Student's Proposed Field Instructor	Date
_____	_____
Agency/Department Director	Date
_____	_____
Field Coordinator	Date
_____	_____
MSW Program Director/ Chair of the Department of Social Work	Date

**Field Office Use Only** (below this line)

\_\_\_\_\_

This proposal is: \_\_\_\_ Approved \_\_\_\_ Not Approved by the Department of Social Work,  
Concordia University Wisconsin.

## Appendix H – Student Evaluation of Field Placement

### STUDENT EVALUATION OF FIELD PLACEMENT SOCIAL WORK DEPARTMENT

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

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

1. Did your field experience include opportunities to work with:

- \_\_\_\_\_ individuals  
 \_\_\_\_\_ families  
 \_\_\_\_\_ groups  
 \_\_\_\_\_ organizations/larger systems (macro), advocacy  
 \_\_\_\_\_ community resources  
 \_\_\_\_\_ community groups/agencies

2. Did you receive some type of orientation at your placement?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

3. Did you receive consistent supervision at your placement?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

4. How often did you meet with your field instructor?

\_\_\_\_\_ daily                      \_\_\_\_\_ weekly                      \_\_\_\_\_ every other week  
 \_\_\_\_\_ not consistent, whenever it could fit into the supervisor's schedule

5. Please rate your field instructor using the following Likert scale:

a. My field instructor helped orientate me to the overall agency system.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

b. My field instructor encouraged and supported responsible decision-making concerning attendance at staff meetings, seminars, and conferences.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

c. My field instructor encouraged an understanding and use of agency policy and procedures.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

- d. My field instructor encouraged critical assessment, appraisal, and evaluation of my work with clients and other staff members.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

- e. My field instructor identified and encouraged professional social work values and conduct that was consistent with those values.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

- f. The expectations of this placement were clear and consistent during my internship.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

- g. I was given clear, understandable feedback in a consistent manner during my internship.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

- h. My field instructor or another supervisor were always accessible to answer my questions or concerns.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

6. List what you found most helpful for learning in your field internship and explain how it was helpful. Please give concrete examples.

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7. List what you found least helpful for learning and your perception of why it was not helpful. Please try and offer concrete examples.

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8. What changes would you recommend related to your field placement?

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9. Would you recommend this agency or organization for future student field placements?

\_\_\_\_\_ yes, highly recommended

\_\_\_\_\_ yes, but with reservations

\_\_\_\_\_ no, because:

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Any additional comments

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10. Do you have any suggestions as to how the program can make your experience with field better?

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## Appendix I – Internships, Department of Labor Regulations, and Social Work Field Education



### Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight February 25, 2014

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act

(<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, *Harper's Bazaar*, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to

- supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.

Memo found at: <http://www.cswe.org/File.aspx?id=68965>

## Appendix J – Student Acknowledgement Form



Christian Faith, Service, & Social Justice  
[www.cuw.edu/socialwork](http://www.cuw.edu/socialwork)

### **Department of Social Work**

#### **Acknowledgement Form**

I acknowledge that I have received a copy of the:

- Social Work MSW Student Handbook
- Social Work MSW Field Manual
- Department of Social Work Code of Conduct and Professional Readiness Checklist, and
- The Code of Ethics of the National Association of Social Workers (NASW)

In addition, I understand that I am expected to read and abide by the CUW Code of Student Conduct found online at [www.cuw.edu/consumerinformation](http://www.cuw.edu/consumerinformation).

I further acknowledge that I am expected to read through the above material, understand it and be familiar with what is expected of me, and that failure to adhere to these standards may lead to a Student Review and possible dismissal from the program.

I understand that this material will be updated from time to time and that I am responsible for reading and understanding the updates.

As a student in the Department of Social Work, my signature below signifies that I agree to adhere to and comply with the CUW Code of Student Conduct, Social Work MSW Student Handbook, Social Work MSW Field Manual, the Department of Social Work Code of Conduct and the NASW Code of Ethics.

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Print Name

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Signature

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Date