SOCIAL WORK
FIELD EDUCATION PROGRAM

BSW
FIELD MANUAL
2014 – 2015

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A MESSAGE FROM THE DIRECTOR OF FIELD EDUCATION

Field education is a critical and integral component of the social work program at the Nyack College Department of Social Work. A successful field education program requires a partnership between students, field agencies, communities and the BSW program. As director of the Field Education Program, it is my goal to develop, strengthen and maintain a positive, mutually rewarding relationship with all those involved.

According to the Council on Social Work Education (CSWE), our accrediting body, field education is the signature pedagogy of social work education:

“Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education.”

This Field Education Manual, directed to our students, field instructors and Integrative Seminar instructors/field liaison, is meant to serve as a reference guide for the field education program at the Nyack College Department of Social Work.

This manual includes information about our social work curriculum, as well as a wealth of information related to field education -- responsibilities of participants, policies and procedures, evaluation, etc.

Your comments and suggestions are welcome and I look forward to working with each of you to prepare our students for professional social work practice.

DeVonne Allen
DeVonne Allen, LCSW, MSEd
Director of Field Education
SECTION I. SOCIAL WORK PROGRAM

MISSION
The mission of the baccalaureate Social Work Program is to prepare students in a Christian context to be generalist social work professionals who can effectively enhance the well-being of diverse individuals, families, groups, organizations, and communities with competence, compassion and ethical integrity, and who are committed to promoting a just and caring society in a complex and interrelated world.

Social Work Program Goals

Goal 1: To prepare students to be generalist social work professionals who are guided by a person-in-environment framework, respect for human diversity, scientific inquiry, and a global perspective.

Goal 2: To provide a transformational learning environment that facilitates a love for learning and prepares students for graduate education, especially in social work.

Goal 3: To provide a learning environment that models an integration of Christian faith with learning, and prepares students to serve with compassion and the highest ethical integrity.

Social Work Program Competencies

1. Identify as a professional social worker and conduct oneself accordingly.

2. Apply social work ethical principles from the perspective of a Christian worldview to guide professional practice.

3. Apply critical thinking to inform and communicate professional judgments.

4. Engage diversity and difference in practice and integrate a sound social work perspective with one's Christianity.

5. Advance human rights and social and economic justice.


7. Apply knowledge of human behavior and the social environment.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

9. Respond to contexts that shape practice.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

11. Integrate their personal Christian faith with professional social work practice.
Social Work as a Major

The Social Work Major builds on a broad liberal arts base and includes professional social work courses and a supervised field education. Curriculum areas include social work practice, human behavior and the social environment, social work research, social welfare policy and services, and field instruction.

SOCIAL WORK PROFESSIONAL FOUNDATION

- **SW VALUES AND ETHICS**
  *Introduction to Social Work and Social Welfare 3 credits*
  *Social Work and Christianity 3 credits*

- **DIVERSITY & OPPRESSION**
  *Introduction to Social Work and Social Welfare 3 credits*
  *Foundations of Social Justice 3 credits*
  *Social Welfare Policy and Services 3 credits*

- **SOCIAL & ECONOMIC JUSTICE**
  *Foundations of Social Justice 3 credits*
  *Social Welfare Policy and Services 3 credits*

- **HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT SEQUENCE**
  Human Behavior in the Social Environment I 3 credits
  Human Behavior in the Social Environment II 3 credits

- **SOCIAL WELFARE POLICY & SERVICES**
  *Introduction to Social Work and Social Welfare 3 credits*
  *Social Welfare Policy and Services 3 credits*

- **SOCIAL WORK INSTRUCTION SEQUENCE**
  Interpersonal Communication Skills 3 cr
  Generalist Social Work Practice 1 with Individuals & Families 3 credits
  Generalist Social Work Practice 2 with Groups, Organizations, and Communities 3 credits
  Integrative Seminar 3 credits

- **FIELD INSTRUCTION**
  Field Experience and pre-instructional seminar 3 credits
  Field Instruction and Seminar I 5 credits
  Field Instruction and Seminar II 5 credits

*Course is used to fulfill more than one category of the professional foundation.
SECTION II. PURPOSE & COURSE STRUCTURE OF THE SOCIAL WORK FIELD EDUCATION PROGRAM

Field education is social work education’s signature pedagogy (for the CSWE accreditation standards see appendix). Building on the social work curriculum content, beginning with Introduction to Social Work and continuing through the Practice sequence, the intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

COORDINATOR OF FIELD INSTRUCTION

Field instruction is perhaps the most important component of undergraduate social work education since it is at this point in the student’s academic career that her/his level of learning can be observed. To be a meaningful educational experience, there must be cooperation and open communication between faculty, field agencies and students. The coordinators participate in the design of social work curriculum content and assist in the development and monitoring of integrative seminars and the field liaison activities of faculty. It is also their responsibility to create and conduct field instruction and provide classroom faculty training and education on the relationship between class and field (EPAS requirement 2.1.1).

It is the responsibility of the coordinators of Field Instruction to organize and monitor all facets of the field program. In this capacity the Coordinators are expected to:

1. Perform administrative tasks.
   a. Maintain appropriate records for the program
   b. Participate on the Advisory Committee
   c. Identify, evaluate and select agencies for field instruction and interpret policies/procedures governing the field instruction program
   d. Participate in the resolution of faculty liaison/agency/student problems
   e. Write field instruction policies and procedures
   f. Assign liaison responsibilities to faculty
   h. Participate in the design of the explicit curriculum (2.1.1)

2. Select, Orient and Train Field Instructors and Faculty Liaisons. (EPAS 2.1.7)
   a. Develop policies, criteria, and procedures for selecting field settings (2.1.5)
   b. Identify relevant credentials and practice experiences that enable field instructors to design field learning opportunities that permit students to demonstrate the program’s competencies and the practice behaviors that characterize them (2.1.6)
   c. Plan and conduct ongoing orientation and training for new and experienced field instruction supervisors (2.1.7)
   d. Develop the field instruction calendar
   e. Prepare and distribute the field handbook, field directory and other program materials (such as syllabi, guidelines for student time sheets and learning plans, and evaluative tools) as needed.
3. Enhance agency’s understanding of core competencies. (2.1.7)
   a. Work with field settings to relate practice behaviors to the core competencies
   b. Set up and train field instructors to use learning agreements that focus on the practice behaviors that operationalize the program’s competencies
   d. Develop an assessment plan that will generate data for each practice behavior that assesses students’ competency achievement

4. Prepare student for the field experience. (2.1.8)
   a. Interview prospective students for field instruction, evaluating their readiness/appropriateness for placement (2.1.4)
   c. Assign students to specific agencies based as much as possible on student interest
   d. Develop and provide orientation for field instruction for students
   e. Clarify and apply the ten competency requirements
   f. Develop an assessment plan that will generate data for each practice behavior that assesses students’ competency achievement
   g. Protect the role of student as learner with regard to placement, activities, employment conflicts, etc. (2.1.8)

ADMISSION TO FIELD INSTRUCTION

In November of the Junior year, students must apply for Field Instruction by submitting the Application for Field Instruction and Student Information form and submitting three copies of the application to the Field Coordinator.

Pre-requisites and Co-requisites

In order to enter Field Instruction in the senior year, students must have completed the following courses, and attained a minimum of a 2.5 overall average in completed social work courses in the junior year:

- SWK 101 Introduction to Social Work and Social Welfare
- SWK 242 Social Work and Christianity
- SWK 246 Interpersonal Communication Skills
- SWK 314 Human Behavior in the Social Environment I
- SWK 324 Foundations of Social Justice
- SWK 354 Human Behavior in the Social Environment II
- SWK 357 Field Experience and Pre-practice Seminar
- SWK 415 Social Welfare Policy and Services
- SWK 416 Generalist Social Work Practice with Individuals and Families
- SWK 456 Generalist Social Work Practice with Groups, Organizations, and Communities

FIELD EDUCATION COURSES

In the second semester of the junior year, students engage in field experiences combined with pre-practice seminar (SWK 357 Field Experience). Students are required to work at social service agencies at least 60 hours. It is combined with pre-practice seminar. This course allows students to test their interest in, and suitability for, the field of social work. In addition, students have the chance to become familiar with the tools and processes that will be utilized in field instruction during the senior year (ex. journals, process recordings).
Field Education is a core requirement of the BASW program. It is a two-semester (28 weeks) series of integrated courses in which students complete 400 hours of service in a social service organization, under the instruction of professional social work practitioners (Field Instructor), and with the guidance of faculty from the Department of Social Work (Field Liaison). It is combined with 10 hours of field instruction seminars in each semester. Placement begins in September and is completed at the end of April.

BSW FIELD EDUCATION COURSE SYLLABUS

Students take field courses concurrently with social work practice courses. Field Learning competencies and learning activities are designed for maximum integration of the field/practice experience. The Field Syllabi can be found in the appendix of the Field Manual.

Field Education is an educationally–directed practicum through which students are expected to progress in their professional development from one semester to the next. Students who exhibit particular problem behaviors and/or skill deficiencies in one semester are expected to work on these areas and demonstrate improvement the next semester and throughout the remainder of the program.

Field Instruction Seminar is a required component of the field experience and must be taken concurrently with field instruction. The seminar helps students to generalize the learning that occurs as a result of their field experience activities. The seminar also provides an opportunity to generalize principles beyond the specifics of the particular agency and community in which the students are taking field instruction. The joint discussion with professionals and other peers broadens students’ understanding of social work practice and the commonalities of social work practice in a variety of settings.

Specifically, the seminar is designed to:
1. Provide students opportunity to share field experiences and thereby receive the benefits of peer knowledge and/or faculty input
2. Provide students with knowledge of social services provided by agencies in the community
3. Help students in recognizing and dealing with problems of client and worker related to socioeconomic class, race/ethnicity and cultural diversity, age and gender differences
4. Provide opportunity for further development of skill as a generalist worker
5. Enhance conscious use of self as developed in field settings
6. Permit students to demonstrate skill in writing of reports, logs, dictation, process recording, progress reports, social histories and psychosocial assessments as appropriate
7. Prepare students for seeking employment and/or advanced education
8. Help the student understand the process of ending professional relationships.

COURSE INSTRUCTORS

The Field Instructor is an MSW or a BSW, with three years of work experience, working within the placement agency, or contracted by the agency, providing oversight of the student’s learning experience in the placement. The Faculty Liaison is either a member of the Social Work faculty, or an adjunct field course instructor who tracks the placement, teaches the field seminar and provides consultation and monitoring for the student and the Field Instructor. Students can expect the Faculty Liaison to monitor their placements through sites visits (once per semester) email, phone contact, class discussion and in-person meetings.
STUDENTS WITH DISABILITIES

Students in need of an accommodation in field due to a disability must follow the College’s procedures regarding students with disabilities (see Course Catalogue). Students should contact Services for Students with Disabilities, 845-675-4440, for assessments and accommodation plans, prior to applying for field.

COURSE ASSIGNMENTS

Faculty Liaisons assign the following course requirements. Satisfactory completion of these assignments as directed by the Liaison is required to receive credit for the field course. Each student is responsible for completing each of the following within the time frame specified on the Field Calendar (the Faculty Liaison will specify due dates for those assignments not specified on the Calendar):

1. Learning Agreement – During the first month of placement and the first month of the spring semester, students and their Field Instructors will engage in an assessment of student educational needs, and together will develop a Learning Agreement (LA) according to a form provided by the Department. Faculty Liaisons, if needed, are available to assist in developing the LA. The LA should be considered as the overall roadmap for the student’s learning experience throughout the year. It should be reviewed regularly during the field instruction hour by the student and Field Instructor, and modified as needed.

2. Students must provide their Field Instructors with a copy of their practice course syllabus and should discuss ways of integrating course material with the field experience. Students must give Field Instructors sufficient advanced notice about any field-related assignments that require Field Instructor participation and/or review.

3. Field Journal – The purpose of this assignment is for students to demonstrate the ability to engage in self-reflection and integration of classroom knowledge with field practicum experience. Journals also provide an opportunity for Liaisons to monitor the progress of the placement. Liaisons have discretion regarding the frequency and format of the journals.

4. Process Recordings – The purpose of this assignment is for students to practice skills of recall and retention of the content of client interviews, and to engage in self-reflection and self-evaluation of their practice. Description and format for the Process Recording can be found in the appendices of the Field Manual. Liaisons may use other formats at their discretion. While the Process Recording is assigned by the Liaison, the Field Instructor should also review and discuss it with the student. A minimum of six Process Recordings per semester is required.

5. Field Evaluation – At the beginning of each semester, students must provide Field Instructors with a copy of the end-of-semester Field Evaluation. This document should be consulted while the Learning Agreement is developed. The student is responsible for making arrangements in a timely manner for the Field Evaluation to be completed at the end of the semester. The recommended process is for student and Field Instructor to complete the Evaluation form individually, then meet together to discuss the results. If there is a Task Supervisor who has worked with the student, he or she should have input into the Field Evaluation and should sign the form in addition to the Field Instructor. Students must turn in an original Field Evaluation with signatures by the end of the semester in order to receive Credit for the course. Students are encouraged to make copies of their field evaluations for future reference. The Department will not make copies.
6. **Evaluation of Field Instructor and Faculty Liaison** – Students are required to complete and return these to the Field Director as specified on the *Field Calendar.*

**NOTE:** Faculty Liaisons may require additional assignments, but these must be clearly stated in writing and provided to the student at the beginning of the academic year. In addition, Liaisons may require students to meet individually and/or as a group during the semester, outside of practice class. Students failing to complete field assignments in a timely manner may receive a NC for field.

**GRADING**

Field Education is a year-long course graded on an A, B or No Credit basis. A grade is given at the end of each semester. A student may not proceed to the next semester unless he or she receives a grade for the preceding semester. Field Instructors do not assign grades. They evaluate students and provide input into the overall assessment of students’ performance in the field. The Faculty Liaison assigns A, B or No Credit the end of the semester. Grades are largely based on performance in the placement, but are also based on the completion of any field-related assignments required by the Faculty Liaison. Grades are based on the following criteria:

1. student completes all field assignments (specified above),
2. the quality of these assignments,
3. the student’s field evaluation, completed by Field Instructor, and
4. the liaison’s assessment of the student’s professional development relative to the competencies and practice behaviors set forth in the Syllabus, and whether or not the student is ready to practice social work at the baccalaureate level.

Students must complete the entire 28 week placement in the same agency in order to receive credit for the course regardless of the student’s demonstrated professional qualities and competencies. Exceptions may be made to this policy in extreme circumstances based on the discretion of the Field Coordinator.

Occasionally, a Liaison may assign an “Incomplete – I” for the field course. This occurs when a student has not developed the minimum competency expected of a student at the end of that semester, and/or the student has missed several days of field for legitimate reasons, and needs to make up time. In these cases, a plan for completing the required hours and/or improving in specified Practice Behaviors will be developed, with a timeline for completion. The Field Coordinator will be involved in developing and approving this plan.

**REPEAT POLICY**

Students may receive a *No Credit* for field due to inability to complete the required time commitment, and/or for inability to achieve minimum competence in one or more key Learning Behaviors. When this occurs, the Field Coordinator, in consultation with the Undergraduate Program Director, Field Instructor, Faculty Liaison, and the student, will make a professional determination regarding the student’s potential for succeeding in field.

If the reason for the *No Credit* is because of excessive but legitimate absences, and no other performance issues have been identified by the Liaison and/or the Field Instructor, the student will be allowed to repeat the field course.

If the reason for the *No Credit* is due to any other performance issues and the student wishes to repeat the course, the following steps must be followed:
**Level 1:** The Field Coordinator will meet with the student to discuss the performance issues involved. The Field Coordinator will consult with the Undergraduate Program Director, the student’s Faculty Liaison and the student’s academic advisor prior to the meeting. In most cases these persons will also be involved in meeting with the student. The purpose of this meeting will be to make an initial determination as to whether the behavior that caused the student to receive a *No Credit* for the field placement course is amenable to change, and whether the student exhibits self-awareness of the areas needing improvement. If these criteria are met, the Field Director will develop with the student a written plan for improving the areas of problem performance.

The student must communicate with the Field Coordinator 60 days prior to repeating the field course. If the student gives evidence that he or she has followed the performance plan and has improved sufficiently in the problem areas, the Field Coordinator will refer the student to another placement to repeat the course. The course may only be repeated at the time the same course is again offered. The Field Coordinator will facilitate the placement of the student in a new placement, and the student’s *Learning Agreement* will specify the behaviors, actions, or inactions that need attention. If the repeat field placement is not successful for reasons of poor performance, a *No Credit* will again be assigned and the student will not be allowed to repeat the course a second time.

If the Field Coordinator determines that improvement has not been sufficient, a Level 2 review will be triggered at the student’s request.

**Level 2:** If, after meeting with the student and the faculty listed above, the Field Coordinator concludes that the problem behavior is either (a) not amenable to change (b) an egregious breach of ethical conduct that poses serious concern about the wellbeing of others, especially clients, and/or (c) the student does not exhibit self-awareness regarding the performance problems. The Field Coordinator may then recommend to the Undergraduate Program Director that the student not be allowed to proceed in field education. This recommendation triggers an *Evaluation of Ethical Behavior-Policy Specific to the Social Work Major* review chaired by the Undergraduate Program Director, as outlined in the *Social Work Major Student Handbook*.

**Effect of Failing a Field Course or Co-Requisite Practice Course**

Field and practice courses are co-requisites and must be taken concurrently. Failing one will stop a student’s progress into the next semester of field and practice. Please see examples below.

**EXAMPLE 1:**

| RESULT: | 417: C- or less Student must repeat SWK 417 the following year and may not proceed to SWK 457 |

**EXAMPLE 2:**

| RESULT: | 457: C- or less Student must repeat SWK 457 the following year and may not proceed to Graduation |
SECTION III. THE COMPETENCIES OF THE SOCIAL WORK FIELD EDUCATION PROGRAM

Field education is social work education’s signature pedagogy (for the CSWE accreditation standards see appendix). The connection between theoretical and conceptual knowledge is demonstrated in the field placement setting through the demonstration of the following core competencies. The proficient social work bachelor’s level student is expected to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles from the perspective of a Christian worldview to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice and integrate a sound social work perspective with one's Christianity.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shapes ones practice setting.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
11. Integrate their personal Christian faith with professional social work practice.

AREAS OF COMPETENCY AND ESSENTIAL PRACTICE BEHAVIORS

Connecting Learning Experiences to Competencies

Congruent with our program competencies, field instruction is designed to develop the educational competencies that are necessary for entry-level social work practice. These competencies, are demonstrated through practice behaviors in Field Instruction I and II. Each Practice behavior relates to one competency of the Department of Social Work and Field Education Program. Practice behaviors can be accomplished by affording the students’ opportunities to engage in a variety of practice activities in field agencies and seminar sessions which are expected to assist in the attainment of each of the 10 competencies (EPAS 2.1.1).
Below the Practice Behaviors are suggested Learning Activities for Field Instructors to assign student interns. The activities are found to be appropriate learning experiences for students to demonstrate BSW level competency and practice behavior:

**COMPETENCE 1:** Identify as a professional social worker and conduct oneself accordingly:

**PRACTICE BEHAVIORS:**
1. Advocate for client access to the services of social work
2. Practice personal reflection and self-correction to assure continual professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance, and communication.
5. Engage in career-long learning.
6. Use supervision and consultation.

**LEARNING ACTIVITIES:**
- Keep a log of the issues you prepared beforehand to discuss with the Field Instructor at the weekly supervision meeting. Submit log of issues to Field Liaison.
- Participate in supervision to actively seek feedback on your capacity and skills in relating to clients and in carrying out interventions.
- Conduct informal and/or formal interviews with three social workers in order to identify the various roles in which they are involved, given their respective positions.
- Observe agency staff that is doing enrollment, visits, and briefings. Review & discuss observations and questions with your Field Instructor.
- Participate in agency orientation for the purposes of reviewing expectations regarding dress code, inter-office communication, professional conduct & punctuality & attendance. Submit orientation information to Field Liaison.
- Discuss boundary issues that are particular to clients within your agency with your Field Instructor. Submit a list of boundary issues to your Field Liaison.
- Read the agency’s policies regarding confidentiality. Observe how policies are implemented within the agency.
- Discuss programs and services with Field Instructor, staff members and Field Liaison.
- Read at least two journal articles concerning research, or a new development in the area of social work that informs practice within your agency. Submit & review with your Field Instructor and Field Liaison.
- Speak with two different staff members and attain their feedback on what they visualize as their role in social work and inquire about how they improve their practice performance.
- Review your process-recordings from the Fall semester and discuss with Field Instructor your overall progress and identify the ways to improve your performance during the Spring semester.
- Using the student journal and supervision reflect on professional value conflicts as they arise. Submit reflection to Field Liaison.

**COMPETENCE 2:** Apply social work ethical principles to guide professional practice.

**PRACTICE BEHAVIORS:**
1. Recognize and manage personal values in a way that allows professional values to guide practice.

3. Tolerate ambiguity in resolving ethical conflicts.

4. Apply strategies of ethical reasoning to arrive at principled decisions.

**LEARNING ACTIVITIES:**

- Take one micro, mezzo or macro system and specify how your work with this system has demonstrated your acceptance of the values, ethics and norms of the profession from the perspective of a Christian worldview. Discuss with your Field Instructor.

- Journal about a personal and professional value conflict that arises. Submit to your Field Instructor and Field Liaison.

- Interview at least three staff who work at the agency a) if, and if so, how their faith or spirituality contributes to their understanding of and/or practice in their daily work; b) whether and if so, how they negotiate tensions between their personal beliefs and values and professional beliefs and values. Discuss the results of this interview with my supervisor. Submit summary of interviews to Field Liaison.

- Select one micro client system and provide a specific example of how you demonstrated respect for the dignity, worth, and uniqueness of this system. Identify what aspects of your faith inform your respect for the dignity, worth, and uniqueness of the client system. Review with your Field Instructor.

- Take the 6 Ethical Principles in the NASW Code of Ethics and cite examples of how you uphold each. Review with your Field Instructor.

- Using supervision identify the social worker’s perspective about common ethical dilemmas that occur at your agency.

- Identify how your Christian worldview informs your capacity to tolerate ambiguity in resolving ethical conflicts. Submit your assessment to Field Liaison.

- During routine, one-to-one supervision with your field instructor, review and discuss the ethical decision-making model used by your field instructor and apply to an assigned case.

- Select a social work role with a specific client system and discuss ethical decision-making strategies with your instructor and Field Liaison.

**COMPETENCE 3:** Apply critical thinking to inform and communicate professional judgments.

**PRACTICE BEHAVIORS:**

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

2. Analyze models of assessment, prevention, intervention, and evaluation

3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.

**LEARNING ACTIVITIES:**
○ With your Field Instructor, role play an interaction with a micro-level client system using attentive listening, empathizing, paraphrasing, questioning, assertiveness, supportive confronting, interpreting, informing, summarizing, & focusing.

○ For all client systems, conduct a case note to document interventions. Review with your Field Instructor. Submit case note to Field Liaison.

○ Critically analyze the strengths & limitations of your agency’s models of assessment, prevention and intervention. Discuss with your Field Instructor.

○ Identify & critically assess what the gaps are within your professional development and how they will be addressed this semester (i.e. intervention). Submit the assessment to your Field Instructor and Field Liaison.

○ Take one client system and analyze, compare and integrate the information from different sources (such as literatures, staff, or their experience with a client system) on how best to address the needs presented by this system (cite source materials). Present findings to your Field Instructor. Submit findings to Field Liaison.

○ Conduct a needs assessment with an agency client and identify one unmet need that takes into consideration all relevant diversity/cultural issues. Present your assessment to your Field Instructor.

○ Select a micro-level client system and describe how a utilized intervention was tailored to the client’s experience with poverty, powerlessness, and alienation. Discuss the intervention with your Field Instructor.

**COMPETENCE 4: Engage diversity and difference in practice.**

**PRACTICE BEHAVIORS:**

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

**LEARNING ACTIVITIES:**

○ Write a process recording or journal entry in which you discuss cultural & institutional forms of oppression, alienation and discrimination with one micro-level client system and its impact on resource allocation. Submit to Field Liaison.

○ In field supervision, identify and discuss your cultural characteristics & personal values—including aspects of your Christian faith—and how they may have a positive and/or negative impact on your ability to work effectively with others (peers & clients).

○ Participate in training sessions on cultural competency. Submit a copy training agenda and content to Field Liaison.

○ Write a process recording or journal entry in which you identify and understand the basis of a client system’s representation as a marginalized and oppressed population within your agency context. Submit to Field Liaison.
Conduct a needs assessment with an agency client and identify one unmet need that takes into consideration all relevant diversity/cultural issues. Present your assessment to your Field Instructor. Submit your assessment to Field Liaison.

Select a micro-level client system and describe how a utilized intervention was tailored to the client’s experience with poverty, powerlessness, and alienation. Discuss the intervention with your Field Instructor. Submit summary of intervention to Field Liaison.

**COMPETENCE 5**: Advance human rights and social and economic justice.

**PRACTICE BEHAVIORS**:

1. Understand the forms and mechanisms of oppression and discrimination;
3. Engage in practices that advance social and economic justice.

**LEARNING ACTIVITIES**:

- Conduct (2) cases studies and identify the common economic barriers to care. Submit & review with your Field Instructor and Field Liaison.
- Identify public entitlements that subsidize low-income clients. Learn about the entitlement application process from the client’s point of view.
- Select a social work role and describe to your Field Instructor how it might be enacted in a manner that takes into account a client’s immigrant status, gender, class, race, etc.
- Join NASW or another group that works for social justice. Submit copy of membership to Field Liaison.
- Advocate changing a discriminatory policy at the local, state or federal level.
- Write a letter to the Editor of you local newspaper expressing your concern about a local incident of discrimination. Submit Letter to Field Liaison.
- Participate in one event aimed at ending discrimination toward one or several groups (e.g. Equality Network event, workshop sponsored by the National Alliance for the Mentally Ill, etc.). Submit copy of event information to Field Liaison.
- Sign a petition that supports a practice that advances social and economic justice. Submit petition issue to Field Liaison.

**COMPETENCE 6**: Engage in research-informed practice and practice-informed research.

**PRACTICE BEHAVIORS**:

1. Use practice experiences to inform scientific inquiry.
2. Use research evidence to inform practice.

- Conduct a literature review to identify two (2) evidence-based practice models relevant to the field agency program. Present your findings to your Field Instructor or at a staff meeting.
- Identify and understand program interventions (e.g. standardized tests, client logs, rating scales, and/or behavior observations) and how interventions are utilized to inform agency/program effectiveness. Discuss with your Field Instructor.

**LEARNING ACTIVITIES:**

- Conduct a literature review to identify two (2) evidence-based practice models relevant to the field agency program. Present your findings to your Field Instructor or at a staff meeting. Submit your findings to Field Liaison.
- Identify and understand program interventions (e.g. standardized tests, client logs, rating scales, and/or behavior observations) and how interventions are utilized to inform agency/program effectiveness. Discuss with your Field Instructor.
- Review your agency’s protocols for practice standards and compare them with research-based, best practice models. Present your findings to your field instructor. Submit your findings to Field Liaison.
- Conduct informal or formal interviews with agency social workers to learn about “practice wisdom” (i.e. learning encountered in practice) that supports and drives their social work practice. Present your findings to your Field Instructor or at a staff meeting. Submit findings to Field Liaison.

**COMPETENCE 7:** Apply knowledge of human behavior and the social environment.

**PRACTICE BEHAVIORS:**

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

**LEARNING ACTIVITIES:**

- Observe and identify a psychosocial assessment utilizing strength-based model, or ecological model or systems framework. In field supervision present and discuss the theoretical model used in completing the psychosocial assessments. Submit presentation to Field Liaison.
- Select one conceptual framework of human behavior (e.g. Social Learning Theory) and discuss how it can be used to increase the understanding of one specific phenomenon (e.g., child sexual abuse) at the micro-client level. Submit conceptual framework and rational to Field Instructor and Field Liaison.

**COMPETENCE 8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**PRACTICE BEHAVIORS:**

1. Analyze, formulate, and advocate for policies that advance social well-being.
2. Collaborate with colleagues and clients for effective policy action.

**LEARNING ACTIVITIES:**
- Write a journal entry analyzing a federal, or state or local policy issue that advances the social well-being of clients within your agency. Present and review the policy with your Field Instructor. Submit journal to Field Liaison.
- Identify a state or federal institution that you feel needs to be changed and explain to your Field Instructor how one specific, identified change in institutional policy would aid individuals, families, or groups by alleviating and/or preventing a social problem or by improving a social condition. Submit institution and policy issue to Field Liaison.
- Review the agency’s policies and procedures handbook and develop a short report on any policies related to handling the spirituality or faith of clients, as well as policies related to the expression of social workers’ spirituality or faith. Submit report to Field Liaison.
- Organize a group of clients to write letters to their legislator(s) regarding the legislation in question. Submit a letter sample to Field Liaison.
- Track and analyze local news stories relevant to policy issues that affect your clients. Present it at a staff meeting. Submit news stories to Field Liaison.
- Attend coalition meetings and bring policy updates and information back to your agency and Field Liaison.

**COMPETENCE 9:** Respond to contexts that shapes ones practice setting.

**PRACTICE BEHAVIORS:**

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

**LEARNING ACTIVITIES:**

- Conduct an online research review and assessment of organizations that provide services that are similar to your agency’s services. Present your findings to your Field Instructor.
- Conduct a community analysis through observation. Take a walking tour of the agency’s neighborhood with a long-standing employee and ask questions about the geographical, economic and social characteristics of the neighborhood. Submit photos of neighborhood observations to Field Liaison.
- Familiarize yourself with services and resources within the agency community by reading & reviewing neighboring service guides and brochures.
- Review the agency’s policy manual and identify needed policy changes. Discuss changes with your Field Instructor.
- Identify agencies in the local community that provide resources and services relevant to your agency’s service population. Compile a pocket directory based on your collected information. Review them with your Field Instructor and distribute to agency staff. Submit pocket directory to Field Liaison.
- Conduct research into local faith communities that might be willing to support the work of the agency and upon receiving agency support, contact leaders of at least 2 faith communities to explore their interest in partnering with the agency and the faith community. Submit the names of local faith leaders to Field Liaison.
COMPETENCE 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PRACTICE BEHAVIORS:

(1) Engagement
   (1) Apply social work knowledge to engage individuals, families, groups, organizations, and communities.
   (2) Use professional and interpersonal skills to facilitate engagement.
   (3) Develop a mutually agreed-on focus of work and desired outcomes within the agency’s mandate.

(2) Assessment
   1. Collect, organize, and interpret client data.
   2. Assess client strengths and limitations
   3. Develop mutually agreed-upon intervention goals & objectives
   4. Select appropriate intervention strategies.

(3) Intervention
   1. Initiate actions to achieve organizational goals.
   2. Implement prevention interventions that enhance client capacities.
   3. Help clients resolve problems.
   4. Negotiate, mediate, and advocate for clients.
   5. Facilitate transitions and endings.

(4) Evaluation:
   1. Critically analyze, monitor, and evaluate interventions.

LEARNING ACTIVITIES:

- Select a social work role with a micro-level client system and describe to your Field Instructor how you used attentive listening, empathizing, paraphrasing, questioning, assertiveness, supportive confronting, interpreting, informing, summarizing, & focusing.
- Collaborate with three clients to develop their service plans and review agency mandates. Plan and review with Field Instructor. Submit service plan to Field instructor and Field Liaison.
- Accompany and observe agency staff conducting assessments. Discuss your observations with your Field Instructor.
- Take one micro, mezzo or macro-level client system and assess how the strengths perspective has been used to date with this client system. Present the assessment to your Field Instructor. Submit assessment to Field Liaison.
- Identify two (2) screening instruments that could be used in assessing the client, for example, PIE, CAGE, Genogram, MMPI, vocational screening tool, etc. Submit names of instruments to Field Liaison.
- Take one micro-level client system and explain how one social work intervention you have used with this client system takes into consideration a relevant bio/psycho/social problem. Review the intervention with your Field Instructor. Submit intervention and bio/psycho/social problem to Field Liaison.
- Student will review and discuss with field instructor the agency’s standards of care for social work practice.
- Observe (2-3) agency staff as they talk with clients about resources that are available to them. Discuss your observations and questions with your Field Instructor.
Identify and critically analyze common measures of evaluations used by agency staff in evaluating a client’s progress (e.g. team meeting, 6-month reviews and case notes). Discuss your findings with your Field Instructor. Submit findings to Field Liaison.

Take one micro, mezzo or macro-level client system and conduct a search of the literature to determine one new finding on how best to address the needs presented by this system (cite source materials). Present the assessment to your Field Instructor. Submit assessment to Field Liaison.

Using assessment information for one micro, mezzo, macro-level client system, describe the ways in which this system has been affected by oppression & discrimination.

Write a case notes or summary about a micro-level client system which explicitly highlights which the intervention strategies that were utilized & how the interventions were based on the client system’s unique bio/psycho/social characteristics. Submit case note to Field Liaison.

Identify (2) spiritual assessment tools/strategies that could be used in assessing the spiritual strengths & assets of the clients you work with in your agency. Submit assessments to Field Liaison.

Conduct (2) spiritual assessments of clients served at your agency.

Attend training on the implementation of service plans.

Collaborate with three clients to implement their service plans.

Using the student journal and supervision, explore personal responses to the closure of a client’s case. Discuss it with your field instructor. Submit journal to Field Liaison.

For each assigned case, identify a target intervention objective and develop a measure for the identified targeted objective. Submit identified objectives to Field Liaison.

SECTION IV. SELECTION OF AGENCIES AND FIELD INSTRUCTORS

PROCESS AND PRINCIPLES OF SELECTING PLACEMENTS

The Field Coordinator will appoint a Field Instruction faculty member to visit the agency to make a formal assessment. The assessment covers such topics as: the function and services of the agency, possible student assignments, availability of resources for the student, level of practice competence of the Field Instructor, and special requirements for student placement. The member of the Field Instruction staff will also interpret BSW Program curriculum, Field Instruction requirements and the BSW Program's expectations regarding assignments, supervision and evaluation. The agency material is then sent to the Field Coordinator who communicates the decision to the agency. The ability and willingness of the agency to provide learning in the required competencies and practice behaviors determine whether a site is selected as a practicum placement.

How Field Settings and Students are selected:

1. All social work major students, who are in their Junior year, are required to complete the Application to the Field Education Program/Form A-1, (See Appendix). The Coordinator of Field Instruction utilizes the information in the Application to Field Instruction to match student needs and interests to a Senior-year field placement.

2. The Student makes an appointment with the Field Coordinator to discuss their interest & learning goals. The Field Coordinator selects three (3) approved agencies from the Field Setting Profiles as possible internship sites for Field Instruction I &II.

Note: *If a student is interested in utilizing a site that is not from the Field Setting Profiles, the student can suggest the agency, however, the Coordinator will contact agency personnel to determine if the agency meets the Field Education Program's criteria.
3. The Field Coordinator contacts each agency provided on the *Agency Preference List/Form A-2*, to determine which agencies are prepared to supervise a student placement for the upcoming Fall semester.

4. If the agency confirms the supervision of a student for the upcoming Fall semester, the Field Education Coordinator will contact the student and inform them of the outcome.

5. Students are responsible for contacting the agency Field Instructors and arranging for an interview and/or meeting.

*The Interview and/or Meeting Process:*

This Interview process serves the following functions:

1. To assist the student in learning the functions and expectations of the field setting.
2. To give agency Field Instructors the opportunity to meet and to assess the student's suitability for the agency setting.
3. To allow both the student and the agency Field Instructor to begin to formulate learning activities for the coming Fall semester.

   - Some agencies may prepare reading lists that will help the student prepare for the placement. Use of such a list is strongly encouraged by the faculty.
   - The field agency is under no obligations to accept the student until the *Agency Agreement/Form B-2* is signed. *See Appendix*
   - Once a placement has been finalized, both the field instructor and the student will receive a letter from the Field Education Program confirming the field placement assignment and the date for the commencement of their internship. The *Agency Agreement/Form B-2* is to be signed after the Field Coordinator, the Field Instructor and the Student have reached an agreement.
   - The *Agency Agreement/Form B-2* is to be returned to the Coordinator of Field Instruction before the first week of the commencement of the field internship. Field Instructors are expected to retain a copy for agency records.
   - The selection of agencies and Field Instructors for Field Instruction is an important part of the Field Education Program's educational planning. The Field Education Program carries the responsibility for determining the suitability for student training and works closely with interested agencies and potential field supervisors in this process.

*Criteria for Selection of Agencies*

*The following criteria are used in the selection of agencies:*

1. The agency should have a point of view about field education learning, which is consonant with that of the BSW Program. The agency's orientation and objectives must be educational rather than "apprenticeship."

2. There should be a correlation between the agency and BSW Program's practice perspective so as to provide an integrated class-field curriculum and a consistent learning experience for the student.

3. The agency provides a written description of the agency's program, examples of potential student assignments, the availability of interdisciplinary and collateral work, seminars, and other learning opportunities.
4. The agency should provide a range of assignments on an ongoing basis, which are appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.

5. The agency must provide the necessary space and facilities, including privacy for interviewing, desk and file space, and clerical assistance.

6. The agency will be expected to participate with the BSW Program in the development, monitoring, and review of a sound educational program.

7. Administrative provision for sufficient supervisory and consultative time for student training is required.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

The following criteria are used in the selection of field Instructors:

1. Master’s or Bachelor’s degree from a CSWE-accredited social work program (MSW preferred).
2. Minimum of three years, relevant full-time, supervised post-BSW or MSW experience.
3. Interest in and time to fulfill teaching responsibilities of social work trainees.
4. Agreement to act as Field Instructor on a continuing basis during the academic year or full placement period and to participate in the required “Introduction to Field Instruction” training required of all Field Instructors and to engage in Field Instructor trainings every 3 years thereafter.
5. Familiarity with agency policies, program and procedures and the nature of client needs.

EXPECTATIONS OF FIELD INSTRUCTORS:

1. A desire to work collaboratively with the BSW Program’s Field Liaison for the purposes of meeting student educational needs and to call upon the Field Liaison for consultation and guidance as needed.
2. A flexible approach to practice that allows for a range of modalities including work with individuals, families and groups both within the agency as well as outreach to community systems.
3. An ability to ensure open communication involving the Student, Field Supervisor, and Faculty Field Liaison.
4. A commitment to submit requested materials to the Field Liaison (e.g., student evaluations, agency description forms, etc).
5. Willingness to participate in Field Instructor trainings provided by the Field Education Program.
6. Knowledge of the Field Education program’s curriculum and practice content.
OFF-SITE FIELD INSTRUCTORS

Field Instructors who are off site are responsible for insuring that the responsibilities noted above are carried out in whole through both their own efforts as well as those of the Task Supervisor (see below). The off site Field Instructor must meet with the student weekly for one hour. The focus of these meetings is social work content—social work perspective, values, ethics, practice theories and theories for practice. The reference point for discussion should be the Learning Agreement. These hours constitute the “instructional hour.” In addition to the instructional hour, the off-site Field Instructor must communicate with the Task Supervisor to obtain feedback on the student’s progress in the area of skill development and must review the student’s process recordings and case notes. Lastly, the off-site Field Instructor is responsible for completing the student’s evaluation in concert with the Task Supervisor.

TASK SUPERVISORS

A Task Supervisor is a regular staff member who is responsible for the day-to-day assignments of the student and the observation and assessment of the skills portion of student learning. The individual staff member assuming this role must be approved by and able to work with the Field Instructor of record. It is expected that the Task Supervisor will model skills and observe the student in his/her daily assignments, meet with the Faculty Liaison as appropriate, and provide relevant feedback to both the student and the Field Instructor. The Task Supervisor does not need to have a social work degree.

ROLES AND RESPONSIBILITIES IN FIELD INSTRUCTION

Education is the primary function of the Department; service is the primary function of the Agency; professional development is the primary function of the Field Instructor. The agency’s role in the educational process is predicated on its primary function of service and complements the basic educational goals of the Department

The Agency Field Instructor:

Role

Field Instructors carry out three different roles relative to each student: they are educators, teachers, and gatekeepers. As an “educator,” they guide and assess the overall professional development of the student. As a “teacher,” they facilitate “learning opportunities” for students and model for and observe the student and provide meaningful feedback. As a “gatekeeper,” they assist the Field Faculty in assessing whether or not the student is appropriate for the profession – demonstrates the personal/professional capacities/behaviors requisite of professional social workers.

Responsibilities

- Provide a minimum of one hour per week of direct supervision to student and regularly review recordings, which can include, process recordings or journaling.
- Orient new students to agency structure and function, student responsibilities, policies and procedures, and commonly used community resources.
- A sufficient number and variety of assignments to support the progression of student learning. We expect students to become involved in practice activities within three weeks of the start of the placement (includes shadowing, etc).
- Assist the student in developing an education plan and a Learning Agreement to structure the field instruction experience.
• Structure assignments to help the student learn a broad range of social work interventions common to
generalist social work practice.
• Provide suitable office space.
• Ensure student’s primary role as learner.
• Complete a Learning Agreement at the beginning of the fall & spring semester and a formal evaluation
  of the student at the end of each semester.
• Reimburse the students for any expenses they incur in the same manner as for agency employees.
• Abstain from sexual or other harassment of the student.
• Use of selected agency records (appropriately disguised to ensure client and agency confidentiality) for
  class assignments.
• Use of agency consultation resources when appropriate.
• Access to staff, committee, and seminar meetings when appropriate.

The Nyack Field Coordinator:

Role

The Coordinators participate in the design of social work curriculum content and assist in the development and
monitoring of integrative seminars and the field liaison activities of faculty. It is also their responsibility to create
and conduct field instruction and provide classroom faculty training and education on the relationship between
class and field (EPAS requirement 2.1.1). It is the responsibility of the Field Coordinators to organize and monitor all facets of the field program.

Responsibilities

• Assume responsibility for the overall direction and coordination of the social work Field Education
  Program.
• Screen student applicants and assess their readiness for a social work Field Instruction.
• Provide guidelines for evaluating the student.
• Enhance agency’s understanding of core competencies.
• Provide training & policy regarding the Field Education Program for agency supervisors.
• Be available to students, agencies, and faculty liaisons to facilitate the resolution of problems that may
  arise.
• Select, Orient and Train Field Instructors and Faculty Liaisons.
• Assume responsibility for removing a student from a placement, should that become necessary.

The Nyack Faculty Field Liaison:

Role

The Faculty Liaison is the college-based field educator who oversees and monitors the student’s placement.

The Faculty Liaison’s role is threefold:

1. to assist and assess students in their professional growth and development as they progress through the field
   education curriculum;
2. to assist Field Instructors in the development of appropriate learning opportunities or support them in their
   role as a Field Instructor; and
3. to mediate or resolve problems affecting a student’s progress in the field.
Responsibilities

- Meet at least once per semester with the student and the agency field supervisor together.
- Ensure responsibility for end of semester evaluations & grades of the students’ performance in conjunction with the agency field supervisor.
- Assist the student in developing a Learning Agreement to structure the field education experience.
- Assist in orienting new agency supervisors to the college’s curriculum and field education program.
- Act as a resource person for students and Agency in regard to questions, about the Field Education Program.
- Submit grades for each student’s social work Field Instruction.

The Student:

Role
The student’s primary obligation is to his/her own learning and professional development through the provision of social work services in the field setting in accordance with the social work code of ethics and the agency’s policies and procedures. Students are expected to adhere to their assigned agency’s personnel practices, policies, and procedures. Time lost for additional absences will need to be made up by the student.

The field experience comprises the task and activities agreed to by the Field Instructor and his/her student as documented in the Learning Agreement and the Field Course Assignments required of all students enrolled in field (see Field Education Syllabus). The tasks and activities agreed to by the Field Instructor and student are to be documented in the Field Program’s prescribed Learning Agreement. Students will meet with their Faculty Liaison during the first meeting of SWK 417 Field Instruction Seminar I course and review the field course assignments and the required educational forms.

Responsibilities

- Meet with faculty and agency supervisors together at least once per semester.
- Develop and complete all necessary field education forms in a timely manner.
- Dress appropriately according to the nature of their field setting.
- Abide by agency rules, policies and procedures, including those pertaining to confidentiality
- Adhere to the National Association of Social Workers Code of Ethics.
- Behave in a professional manner, taking responsibility as an adult learner to understand duties, seek supervision when needed, and carry out assignments.
- Complete 400 hours over two semesters (200 hours per semester) without pay.
- Prepare for supervision conferences by adhering to deadlines, completing work, formulating questions about assignments, etc.
- Discuss with agency or faculty supervisor any areas of disagreement, dissatisfaction, or confusion in respect to any part of the practicum experience.
- Complete an evaluation of the social work field education experience upon completion of 400 hours of field instruction.
SECTION V. EDUCATIONAL METHODS AND RESOURCES FOR FIELD INSTRUCTORS

THE EDUCATIONAL CONTRACT BETWEEN INSTRUCTOR AND STUDENT

Adult education theory emphasizes the shared responsibility between the teacher and the learner for the quality and content of the learning – teaching transactions. Building on this notion, it is a Department’s policy that each Field Instructor and student jointly develop a written educational contract that defines the work they will be doing together.

In order to enable the student to become an active participant in the development of his/her educational experience, information that helps define the boundaries and foundations of the supervisory relationship and the content and process of the learning must be provided. The Department uses a Learning Agreement to facilitate this process. The form should be completed by the Field Instructor and student collaboratively within the first four weeks of the placement. A signed copy should then be sent to the Faculty Liaison for review and approval. The form to complete the learning contract can be found at our department website at the following link: http://www.nyack.edu/content/SWFieldEdForms.

GUIDELINES FOR LEARNING AGREEMENT

Nyack College social work Field Instruction courses have ten specific competencies that must be achieved for a student to receive credit for Field Instruction courses. The agency instruction setting offers many opportunities to help students meet these competencies.

What is the Learning Agreement?

The Learning Agreement is a tool to help guide the student’s learning process and to ensure the content meets Nyack College’s requirements for a Bachelor’s degree in Social Work. This tool is a multiple page form that includes ten competencies, practice behaviors, and student learning activities.

All students enrolled in Field Instruction I & II are required to complete the Learning Agreement for each semester. This contract will be distributed in your Field Seminar at the beginning of each semester of field instruction. The student carries the primary responsibility for completing the Contract in consultation with the Field Instructor and the Faculty Field Liaison. It is the Student’s responsibility to complete the Learning Agreement by the end of September, so that the competencies and planned student learning activities are identified and utilized as a blueprint for the semester's learning.

Field Instructors will review the Learning Agreement and may request additional activities or make other modifications as indicated. Final agreement on the necessary components of the Learning Agreement will be completed early in the semester, but review and alterations to the plan can take place at anytime if agreed upon by the parties involved.

The Learning Agreement will serve as a basis for the Semester Field Evaluation completed at the end of each semester. Students will have the opportunity to make comments on the evaluations for each semester.

THE EVALUATION WILL BE BASED UPON PERFORMANCE RELATIVE TO THE COMPETENCIES IDENTIFIED IN THE CONTRACT.

Guidelines for Completing the Learning Agreement:
1. Students must attend to all ten competencies within the Learning Agreement for each semester. It is expected that the fulfillment of each competency will take two semesters to complete, as the activities get more complex as the student’s skills develop.

2. Each semester students are expected to learn the practice behaviors listed under the competence areas and choose from the provided set of learning activities and/or develop student-learning activities that articulate the accomplishment of practice behaviors. Student learning activities are the substance of the Student’s Learning Agreement that they complete at the beginning of each semester.

3. It is expected that as students develop increasing depth of understanding and ability, competencies will be addressed in both semesters using different learning activities.

4. Students are encouraged to be creative and flexible while identifying the learning activities to meet the stated practice behaviors. Each agency setting provides unique opportunities, so students can also design learning activities that utilize the particularities of their agency field placement.

5. After completing the Learning Agreement, attach the sheets together with your cover page and submit one copy to your Field Instructor and one copy to your Field Liaison for review and approval. The learning activities need to be accomplished in the semester and can be modified or expanded as students proceed through the semester.

EXAMPLE:

COMPETENCE #1: Identify as a professional social worker and conduct oneself accordingly.

PRACTICE BEHAVIOR: Use supervision and consultation.

STUDENT LEARNING ACTIVITIES: Keep a log of the issues you prepared beforehand to discuss with the Field Instructor at the weekly supervision meeting.

(Note: For Student Learning Agreement forms see Appendix)

GUIDELINES FOR STUDENT EVALUATION
Field Instructors are responsible for evaluating the student’s performance at the end of each semester. The Evaluation tool requires a Field Instructor to assess his/her student in accordance with the Department’s competencies for BSW students. The evaluation is done on a five-point scale and looks at ten specific competencies that must be achieved for a student to receive credit for the BSW practicum.

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies specified in this evaluation form are those established by our national accrediting organization (Council on Social Work Education). Under each competency statement are practice behaviors that have been identified by the BSW Program as desirable for a student in a BSW generalist practice placement. Students are not expected to demonstrate all of the behaviors, and it is expected that there will be additional behaviors that are more appropriate to the agency and student learning that will be assigned to the student. The completion of this evaluation by the Field Instructor and the Student can serve as a teaching-learning tool. It serves as a basis for assessing the student’s professional growth, performance and level of skill attained.

By the end of the BSW practicum, students are expected to demonstrate behaviors that are consistent with scores of “3.” BSW students who receive a score of “1” on any dimension at the end of the first semester of the foundation year may be allowed to proceed into the second semester with an “Incomplete (I)” grade with the clear
understanding that the identified dimension must be improved upon by an agreed upon date during the second semester (otherwise the “I” will be changed to a “No Credit” and the student will not be allowed to continue in field). Students receiving a score of “1” on any of the dimensions at the end of the practicum year may not be allowed to progress into the advanced (second) year of field.

We believe, however, that evaluation should be an ongoing process, and that the student and Field Instructor should regularly give feedback to each other regarding the field education experience. Students and Field Instructors should discuss any concerns as they emerge, and not just at the formal evaluation time—students should not be surprised by their end of semester evaluation.

**RATING SCALE FOR EVALUATION**

<table>
<thead>
<tr>
<th>(1) NONE</th>
<th>The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) APPROACHES</td>
<td>The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future</td>
</tr>
<tr>
<td>(3) MEETS</td>
<td>The intern has met the expectations for interns in this area</td>
</tr>
<tr>
<td>(4) ABOVE</td>
<td>The intern is functioning above expectations for interns in this area</td>
</tr>
<tr>
<td>(5) ADVANCED</td>
<td>The intern has excelled in this area</td>
</tr>
</tbody>
</table>

**EXAMPLE:**

<table>
<thead>
<tr>
<th>COMPETENCE #6: Engage in research-informed practice and practice-informed research.</th>
<th>Experienced by student during this placement?</th>
<th>Level of skill at beginning of assignment</th>
<th>Level of skill at end of the assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes or No</td>
<td>(1) None</td>
<td>(1) None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Approaches</td>
<td>(2) Approaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) Meets</td>
<td>(3) Meets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4) Above</td>
<td>(4) Above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5) Advanced</td>
<td>(5) Advanced</td>
</tr>
</tbody>
</table>

Comments may be made under any competency statement, if desired. Field Instructors are to indicate those areas in which they think the intern is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The Field Instructor’s rating of these items will be used to calculate 70% of the grade that is given to the intern. The faculty Field Liaison has responsibility of assigning the grade for Field Instruction. The grade that is assigned will be based on: the Faculty Field Liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.

If Field Instructors prefer to use another evaluation system in addition to this form to evaluate a student’s performance, they are asked to please discuss this with the Faculty Field Liaison.
SECTION VI: GENERAL POLICIES OF FIELD EDUCATION

PLACEMENT PROCESS AND PROCEDURES

The Coordinator of Field, in consultation with the Field Education Faculty, is responsible for arranging the field placements of all students. Students should not contact an agency directly without approval from the Field Faculty. Agencies may not arrange placements with students without the student going through the formal placement process as outlined below.

The BSW placement process begins in the spring semester proceeding the placement year. The following outlines the placement steps.

Students are expected to:

1. Participate in Field Instruction Orientation
   a. The goal of the orientation is to:
      i. Provide students with the purposes and importance of field education as the program’s signature pedagogy.
      ii. Be apprised of Field Education protocol, policies and student’s rights in their Field Education placement and in the BSW Program.
      iii. Understand the application process to the Field Education Program (I.e. submission of two copies of the Application for Field Instruction/A-1, the Agency Preference List/Form A-2 and resume to the Field Coordinator).

   Time Frame: 2nd week of November

2. Students are responsible for securing an agency in which to conduct their Junior Field Experience.
   a. The course combines 60 hours of community service within an agency-based setting. The internship experience is designed to introduce students to a social service setting and prepare them for senior-level field instruction.
   b. The student works under the supervision of a human service professional. (The supervision of a social worker is recommended, however, it is not a requirement).
   c. Brochures are available for students who need to provide an agency with specifics about the Field Education Program, along with the Field Coordinator’s contact information.
   d. Should students decide, there is also a list of available field experience placements that students can contact for the upcoming spring semester.

3. Students sign up for an appointment with the Field Coordinator and discuss Senior Field Internship possibilities. (See “Selection of Agencies” for explanation on selection of Agencies).

4. The Field Coordinator contacts each student with an agency to interview with for Senior Field Placement.

   Time Frame: 2nd-3rd week of March.

5. Visit to Agency & Follow-up to Field Coordinator:
   1. Make an appointment to interview with the Agency.
      a. Take the following documents to the agency:
         i. A copy of your resume (Provide the document to the field supervisor).
ii. Agency Certification/Enrollment Form (Form B-1)

iii. Agreement between the Student, Field Agency & Nyack Social Work Program Form (Form B-2)

Time Frame: 1st week of April

iv. Meet your potential Field Instructor.
b. Submit the following documents to the Field Coordinator.
i. Agency Enrollment of Field Placement Form (Form B-1)
ii. Agreement Form (Form B-2)

Time Frame: 1st week of May

6. Discuss the Learning Agreement with Field Instructor. Submit the contract to the Field Liaison.

Time Frame: Last week of September

USE OF EMPLOYMENT SITE AS FIELD EDUCATION SITE

There are many reasons why a student must work while concurrently pursuing a degree in social work. Some students request their field placements in the agency of their employment so that he or she can continue to receive monetary compensation. The Department of Social Work recognizes that the activities of one’s on-going employment and learning are not inconsistent, but there is an important distinction in emphasis between the goal of educational development and the delivery of service as a paid employee (See Appendix).

The following guidelines are designed to assist students and agencies that wish to continue in their paid employment while also doing fieldwork at the place of employment. These guidelines have been developed to ensure the accomplishment of the educational goals while the student is at the agency.

The agency of employment may be used as a fieldwork setting when:

• The student has completed the agency’s probationary period or six months of employment.

• The agency meets the standards for consideration as a field agency and is willing to sign or has signed an affiliation agreement with Nyack College.

• The agency has or has arranged to have a qualified licensed MSW or BSW with two years’ post-masters’ experience who can serve as field instructor.

• The agency agrees that the supervisor for the field is not the student’s supervisor for regular employment

• The agency and the Department of Social Work both agree that the assignments given to the student/employee are consistent with the educational goals and objectives of the Department of Social Work and that the assignments show evidence of sound educational design and progressive development of the student's abilities at the BSW level. This will be documented in the student’s Learning Agreement t/C-1 & C-2.
In the case of existing employment past six months, this may mean lighter caseloads, involvement in client and community based assignments not typically assigned by the agency yet overseen by the Field Instructor, and additional hours beyond the normal workweek.

PROFESSIONAL LIABILITY INSURANCE

The Department offers students the opportunity to purchase professional liability insurance through the National Association of Christian Social Workers or National Association of Social Workers. No other insurance is purchased or provided to students by the Division of Social Work. Agencies requiring students to carry insurance other than malpractice must make this known to the students during the interview process so that the student can make an informed choice of field placement site.

ABSENCES:

1. Illness/Emergency
Occasional illness and other emergencies may cause students to be absent from field placement. Students are expected to work out these arrangements with the field instructor; this can usually be accomplished by using compensatory time that most students build up by putting in extra hours (e.g., evening hours or meetings). The faculty liaison should be informed of absences of more than (1) one day per semester. Plans for making up extended absences (e.g., prolonged illness) should be discussed with the faculty liaison.

2. Inclement Weather/Snow Days
Students may be absent 2 days per academic year due to inclement weather (snow/ice) without penalty. These days should be recorded and hours counted in student logs.

3. Agency Holidays/Other Closings
Students may take any holiday or other closing observed by the agency without penalty as long as the student is able to verify that the clock hour requirement is met. The required practicum hours for the academic year must be completed.

EARLY COMPLETION OF PLACEMENT

The student and agency are expected to adhere to the official Field Instruction Calendar for the current academic year. Field placement usually takes place from early September to the end of April. Any deviation from the printed calendar must be discussed with the faculty liaison and approved by the Coordinator of Field no later than the start of the spring semester. Students are responsible for keeping up with their field hours.

CHANGE OF FIELD PLACEMENT

Students are to complete two consecutive semesters of placement in the same agency. If a change is needed, it should be done early in the practicum for the good of both the student and the agency. It is expected that any emerging problems would be discussed between the Field Instructor, Field Faculty Liaison and student. If a change is absolutely necessary, the following steps must be adhered to:

- The agency or student must contact the Faculty Field Liaison to arrange a conference and to discuss the problem.
- The Faculty Field Liaison, after conference with both parties involved and consultation with the Field Coordinator, will determine if a change in field placement is necessary.
- Under no circumstances is the student to “walk out” of the practicum until the above steps are completed, or student must retake the field practicum credits.
SEXUAL HARRASSMENT

The sexual harassment of field practicum students by any field instructor, employee or representative of the field agency will not be tolerated. To ensure that students are placed in an agency that affords an environment conducive to learning and free of sexual harassment, field agencies and field instructors will receive a copy of each College’s Policy on Sexual Harassment (see College Student Handbook).

NONDICRIMINATION

The Social Work Field Education Program is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political affiliation, or sexual orientation.

SECTION VII. FIELD PROBLEMS AND RESOLUTIONS

GENERAL PROBLEM SOLVING PROCEDURES

The purpose of this procedure is to clarify the roles of all concerned, to identify specific steps to take along the way and to insure, as much as possible, a smooth problem solving process.

1. Problems with a field placement should be identified as early in the semester as possible.
2. Field Instructors and students are encouraged to keep supervision notes that identify topics discussed in supervision meetings (instructional hour).
3. Anyone in the field education triad – the student, liaison, or Field Instructor – can initiate the problem-solving process.
4. The process involves communication – verbal and/or written – between at least two of the parties.
5. The first level of the process can be informal, verbal communication. All three (FI, liaison and student) should be made aware of the problem. If the problem is resolved to the satisfaction of both parties within a reasonable period of time (no more than two weeks) then formal written documentation of the problem is not needed.
6. If the problem is not resolved in a reasonable period of time, and/or if another problem surfaces, the problem must be documented by the appropriate person, and all three parties should receive a copy.
7. At this point, liaisons should meet with the student and Field Instructor, and possibly both, within a week of the written problem report, in order to facilitate a resolution. Liaisons should document these contacts and meetings through a written summary, and give copies to the student and the Field Instructor.
8. Field Instructors are expected to identify any known problems on the mid-semester evaluation.
9. The substance of the end-of-semester evaluation should be no surprise to the student. Any problems noted should have been discussed, and documented in supervision notes and with the liaison.
10. Students may not end a field placement (or change to another placement) without permission of the Coordinator of Field. If a student fails to get this permission in writing, the student may receive a No Credit for field, and may be required to wait until the next academic year to enter field again.
UNSUCCESSFUL PLACEMENT INTERVIEW

While the Department attempts to place all students in accordance with placement procedures, it does not guarantee that all students will be successful in the placement interview. Students who are denied a placement by three different agencies, or who refuse to accept three different agencies, or a combination thereof, will meet with the Coordinator of Field Education and Undergraduate Program Director. The possible outcomes of such a meeting are as follows:

Student may be asked to work or volunteer at a human service agency to gain more experience and maturity; or

Student may be advised to sit out the year due to personal life complications that seemingly interfere with the student's ability to present well in interviews or perform the work of a social worker; and will be referred to appropriate community services if warranted; or

Student may be advised to re-consider the appropriateness of a Social Work major. An Evaluation of Ethical Behavior-Policy Specific to the Social Work Major Review chaired by the Undergraduate Program Director, as outlined in the Social Work Major Student Handbook may be initiated.

CONFLICTS OF INTEREST

No student may be placed in an agency wherein she/he or an immediate family member was/is a client now or within the last five years; or is a Field Instructor. Since the Department does not ascertain client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest. Declining a placement based on conflict of interest is not the same as "refusing to accept" delineated in this policy under Unsuccessful Placement Interviews.

Students who want a placement that may be perceived as a conflict of interest are encouraged to discuss the situation with the Coordinator of Field before requesting or accepting the placement. Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client during the previous five years will be administratively dropped from the field course and will not be allowed to enroll in the future.

CRIMINAL CONVICTIONS

The Department of Social Work expects students with prior felony or misdemeanor convictions to inform the Coordinator of Field Education of such convictions prior to placement. Most agencies will require some form of criminal background check prior to accepting a student for placement. In most cases, agencies pay for these checks. Students with any record of criminal conviction should discuss with the Field Coordinator the specifics of the conviction, so that the student may be referred to a placement with background criteria that can be more likely met by the student. During the field interview, students are advised to be open with prospective Field Instructors about any criminal background that might act as a barrier to placement.

DRUG FREE DEPARTMENTAL POLICY

Nyack College and the Department of Social Work consider alcohol and drug use (illicit or prescription drug abuse) a serious offense. The Department of Social Work is committed to protecting the safety, health and well being of all students enrolled in the program and who are engaged in a practicum experience in the workplace. The legal and health consequences of such actions to students or those in close proximity warrant immediate actions to prevent personal harm or harm to others. We recognize that alcohol abuse and illicit drug use pose a significant threat to our goals of preparing students for professional practice. We have established a drug-free workplace/practicum policy that balances our respect for individual students, clients and agencies with the need to protect against alcohol and drug use violations of College, Department and agency policy. Social Work students
are expected not to be under the influence of any illegal substance or any substance that impairs their ability to perform within the Department and practicum environment. The Department encourages students to voluntarily seek help with drug and alcohol problems from the appropriate professionals, using on-campus or off-campus resources. An *Evaluation of Ethical Behavior-Policy Specific to the Social Work Major Review* chaired by the Program Director, as outlined in the *Social Work Major Student Handbook* may be initiated.

**SECTION VIII. SAFETY GUIDELINES AND PROTOCOLS**

These guidelines have been created in recognition of the fact that physical and mental vulnerability of professional social workers (and violence in the lives of clients) are realities. No social worker is immune to these vulnerabilities, regardless of practice setting or geographic location. Issues of safety are relevant in all communities and settings and need to be addressed. The following guidelines are set forth to facilitate awareness of safety issues. Students are required to review these guidelines and to ask and discuss with their Field Instructor the safety guidelines and procedures of the field agency.

**GUIDELINES FOR SAFETY**

The faculty will address safety issues as they relate to the content of lectures and discussions in the classroom.

Each agency is responsible for orienting student trainees to the safety policies and procedures of that setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Security of personal belongings should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.

Students must not be required to engage in assignments in which they feel physically at risk. The agency should make the same accommodations to ensure students' safety as they make for staff. If a student's concerns about safety begin to interfere with the learning process, the Faculty Liaison should be contacted to facilitate exploration of the concerns.

**HEALTH RISKS**

Exposure to diseases is a safety issue in many agencies, including those that are not designated health facilities. Therefore, all students are to assess for themselves, health risks associated with different settings and discuss with his/her Field Instructor appropriate precautions even though the agency may not require such things as vaccinations or other such preventive health measures.

**PROCEDURES WHEN SAFETY ISSUES ARISE**

If an incident occurs in which a student is personally threatened or hurt, the Field Instructor, agency contact person, or agency director should contact the Faculty Liaison immediately to discuss what actions the agency and Division should take to ensure student's physical and emotional well-being.

The Faculty Liaison will document the incident and the steps taken to address it and will meet with the student and other faculty to assess the student's readiness to return to the field, the need for replacement, and any other issues relevant to the situation.
SAFETY TIPS FOR STUDENTS IN THE FIELD

Agency Protocol

It is important for students to know the agency safety and security protocol for office and home visits with clients. In the absence of formal policies, the Field Instructor and student should discuss any issues related to safety and security in the setting.

The guidelines and suggestions below may be helpful to students, Field Instructors, and Faculty Liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

Security of Belongings

All students in the field are expected to have a secure place to keep handbags and other belongings while at placement. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker & others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we would like to emphasize that students consult with agency Field Instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings

If a student will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation fully with the agency Field Instructor. When considering location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not many people are around at the time being considered for the meeting. Also important to discuss is the plan for backup and assistance in the event that the client becomes agitated.

Safety Tips for Travel

When a student is traveling by car to an agency or to home visits, it is advisable to know where he or she is going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert, and to lock doors and close windows.

When traveling by foot or public transportation, it is advisable that students carry the least amount of valuables with them as possible. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it.

It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.
Safety Tips for Home Visits

It is important to know something about the client prior to the home visit. If there is a question of safety, plan accordingly with Field Instructors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan. It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit.
IX. APPENDIX
Field Instruction Course Syllabi - FALL

Nyack College
School of Social Work
BSW Program
Fall 2014 Semester

COURSE: SWK 417 Field Instruction & Seminar

PROFESSOR:

CLASS MEETS:

OFFICE HOURS:


COURSE DESCRIPTION: The first course of two field instruction courses taken during the senior year of the BSW degree program. It requires a total of 200 hours of field learning in a social service agency in addition to 14 hours of field seminars held on campus. It will provide students with opportunities to acquire skills in generalist social work practice, to try out social work practice roles in the field, and to test in the field theories and principles learned in the classroom. Students are assigned to social service agencies and learn by directly participating in the delivery of social services under the supervision of professional social workers and faculty. The hours provided to the agency are part of field instruction and a salary will not be provided.

Seminar sessions will allow students the opportunity to process experiences in the field placement and to connect those experiences to social work knowledge, values, and skills. Sessions will be conducted in a discussion format that encourages students to examine and reflect upon their professional development and demonstration of social work competencies.

STUDENT LEARNING GOALS:

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Competencies</td>
<td>Practice Behaviors</td>
</tr>
</tbody>
</table>

41
<table>
<thead>
<tr>
<th>1. Identify as a professional social worker and conduct oneself accordingly.</th>
<th>1.3 Attend to professional roles and boundaries.</th>
<th>Present with professionalism and utilize supervision to reflect on development and identify areas for growth.</th>
<th>1. Field Learning Plan Activity</th>
<th>Field Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td>1.6 Use supervision and consultation.</td>
<td>2. Process Recordings</td>
<td>3. Field Log</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Apply social work ethical principles to guide professional practice.</th>
<th>2.1 Recognize and manage personal values in a way that allows professional values to guide practice.</th>
<th>Identify and develop strategies to resolve personal conflicts with professional values and ethics.</th>
<th>1. Field Learning Plan Activity</th>
<th>Field Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW</td>
<td></td>
<td>2. Process Recordings</td>
<td>3. Journals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Apply critical thinking to inform and communicate professional judgments.</th>
<th>3.2 Analyze models of assessment, prevention, intervention, and evaluation</th>
<th>Examine a variety of approaches to practice and problem-solving and effectively communicate insights.</th>
<th>1. Student Demeanor</th>
<th>Student Demeanor Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.</td>
<td></td>
<td>2. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>3. Process Recordings</td>
<td>Process Recording Rubric</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4. Journals</td>
<td>Journal Rubric</td>
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</table>

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<tr>
<th>4. Engage diversity and difference in practice</th>
<th>4.1 Recognize the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create or enhance privilege and power</th>
<th>Identify how culture of clients impacts their social status as well as recognize personal biases that may impede the helping process.</th>
<th>1. Student Demeanor</th>
<th>Student Demeanor Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td></td>
<td>2. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
<td></td>
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<td></td>
<td></td>
<td>3. Process Recordings</td>
<td>Process Recording Rubric</td>
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<td></td>
<td></td>
<td>4. Journals</td>
<td>Journal Rubric</td>
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<tr>
<th>5. Advance human rights and social and economic justice.</th>
<th>5.1 Understand (sic: “can identify and articulate”) the forms and mechanisms of oppression and discrimination</th>
<th>Explore and identify oppressive systems experienced by specific population served.</th>
<th>1. Field Learning Plan Activity</th>
<th>Field Evaluation</th>
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<td></td>
<td></td>
<td>2. Process Recordings</td>
<td>Process Recording Rubric</td>
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<td>3. Journals</td>
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<td>6. Engage in research-informed practice and practice-informed research.</td>
<td>6.1 Use practice experiences to inform scientific inquiry.</td>
<td>Identify questions about intervention approach and evaluate best practice for client/population served.</td>
<td>1. Student Demeanor</td>
<td>Student Demeanor Rubric</td>
</tr>
<tr>
<td></td>
<td>6.2 Use research evidence to inform practice</td>
<td></td>
<td>2. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
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<td>3. Process Recordings</td>
<td>Process Recording Rubric</td>
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<td></td>
<td></td>
<td></td>
<td>4. Journals</td>
<td>Journal Rubric</td>
</tr>
<tr>
<td>7. Apply knowledge of human behavior and the social environment.</td>
<td>7.2 Critique and apply knowledge to understand person and environment</td>
<td>Identify and relevant human behavior theories in work with clients.</td>
<td>1. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
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<td>2. Process Recordings</td>
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</tr>
<tr>
<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>8.1 Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>Identify relevant policies to work with populations served and identify potential areas for advocacy.</td>
<td>1. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Process Recordings</td>
<td>Process Recording Rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Journals</td>
<td>Journal Rubric</td>
</tr>
<tr>
<td>9. Respond to contexts that shape practice.</td>
<td>9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>Identify how services to clients are impacted by environmental systems.</td>
<td>1. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
</tr>
</tbody>
</table>
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

<table>
<thead>
<tr>
<th><strong>(a) – Engagement</strong></th>
<th>Develop strategies and practice skill through experiences with clients and progression through each step of the helping process.</th>
<th>1. Student Demeanor</th>
<th>Student Demeanor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. substantively &amp; affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td></td>
<td>2. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
</tr>
<tr>
<td><strong>(b) – Assessment</strong></td>
<td>5. assess client strengths and limitations</td>
<td>3. Process Recordings</td>
<td>Process Recording Rubric</td>
</tr>
<tr>
<td>6. develop mutually agreed-upon intervention goals &amp; objectives</td>
<td></td>
<td>4. Journals</td>
<td>Journal Rubric</td>
</tr>
<tr>
<td><strong>(c) – Intervention</strong></td>
<td>10. help clients resolve problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. negotiate, mediate, and advocate for clients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(d) – Evaluation</strong></td>
<td>13. critically analyze, monitor, and evaluate interventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT RESULTS**

The School/Department of Social Work may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Demeanor</td>
<td>(10%)</td>
</tr>
<tr>
<td>Field Log</td>
<td>(5%)</td>
</tr>
<tr>
<td>Journal/10 total</td>
<td>(10%)</td>
</tr>
<tr>
<td>Process Recordings/2 total</td>
<td>(5%)</td>
</tr>
<tr>
<td>Field Evaluation</td>
<td>(70%)</td>
</tr>
<tr>
<td>Time Sheets</td>
<td></td>
</tr>
</tbody>
</table>

*Please note it is necessary to obtain a minimum grade of B (83%) in this course to be considered passing.*

**COURSE REQUIREMENTS**

**Student Demeanor (10%)**

Each seminar will have a discussion format featuring small group discussion, role-playing, case studies and on-line discussion in-between class meeting times. Therefore your attendance and participation is critical. Participation involves discussing relevant issues that emerge from your field experiences and assigned readings. You are to be mindful of confidentiality issues and are required to change the names of clients, and use discretion when speaking of agency issues, agency personnel, etc. You are expected to use this class as a group supervision experience where you engage your peers and faculty in helping you address, resolve, and process issues in the field. It is out of this sharing that your cognitive and practical learning will be enhanced. Please see the Student Demeanor rubric in the Rubric & Template section at the end of this document for details on how you will be graded in this area.
Field Supervision Log (5%)
Students are required to keep supervision notes that identify topics discussed in supervision meetings. This will be helpful to track the progress of your work and completion of the Field Learning Agreement. Field Supervision Logs are to be completed weekly after each supervision meeting with your field instructor and submitted to your Field Liaison at the end of each month. The Field Supervision Log form can be found in the Rubric & Template section at the end of this document, in your Field Manual, and on our social work department website. Please note that both your signature and that of your field instructor are required.

Journal (10%) Due Weekly
You are required to submit a total of 10 journal entries due weekly. The journals are due on Friday each week before the start of class. This assignment is designed to help you reflect upon your experience as well as keep your field liaison aware of your experiences. You should respond with 5 – 10 sentences to each of the four categories of the journal. The template and rubric for the journal can be found in the Rubric & Template section at the end of this document.

Process Recordings (2 total) (10%) Due
Process records are key in reflecting and understanding your work with clients and should be presented to your field instructor for discussion during supervision meetings. Two process recordings are required during this semester and the due dates for each are noted in the class schedule. You will be graded on the depth of analysis, conceptualization of the transaction, and level of self awareness presented. Please see the Rubric & Template section at the end of this document for specific guidelines and format for completing this assignment.

Field Evaluation - E1 Form (70%) Due
Together with your field instructor you are to evaluate your field practicum experience, your progress toward the goals and plans that you stated in your Field Learning Agreement, your professional social work conduct, intervention skills, integration of theory and practice, and use of supervision. The recommended process is for you and your field instructor to complete the Evaluation form individually, then meet together to discuss the results. The form completed by your field instructor is what should be submitted to the Field Liaison on the assigned due date. At the end of the evaluation form your field instructor will evaluate your readiness for continued social work practice in the field and recommend a grade of A, B or No Credit. Your performance on completing activities in the Learning Agreement will be emphasized in the grading of your Field Evaluation. Both you and your field instructor are required to sign the document. There is a space on the form for you (intern) to indicate whether or not you agree with the evaluation. You should also discuss with your field instructor the areas of practice that you would like to continue to work on in the second semester. The Evaluation Form (E1) can be found in the appendix of your Field Manual and on our social work department website.

Field Learning Agreement – Due
The Learning Agreement – C1 Form is a written educational contract between you (the student) and the field instructor that outlines activities you will complete at the agency during the field learning experience. The purpose of the Learning Agreement is to guide your learning process and to ensure the content meets our department requirements for a Bachelor’s degree in Social Work. This course has ten specific competencies that must be achieved in order to receive credit. Your agency setting offers many opportunities to help you demonstrate these competencies.

You are expected to first review the Learning Agreement on your own and consider ways that you can work to develop and practice each competency within your field agency. You should then meet with your field instructor for further discussion and collaboration. Together with your field instructor you should develop a plan and agree on activities that will help you to demonstrate practice behaviors and develop social work competencies.

The Learning Agreement – C1 Form will be completed online at our field education website.
www.runipt.com. It is also available for your review in the appendix of your Field Manual, and on the Social Work Department website http://nyack.edu/content/SWFieldEdForms. You must select at minimum one activity for each practice behavior listed to work on. You can also write in activities not listed that are relevant to your agency that you would like to work on in addition to the activities already present. The completed form needs to be signed by both you and your field instructor and submitted to the Faculty Liaison via www.runipt.com for review and approval. This form must be completed within the first four weeks of your internship.

Your performance on completing activities in this educational agreement and achieving goals outlined will be considered in the grading of your Field Evaluation. Therefore you should provide your field instructor with a copy of the Field Evaluation form and review it together while developing the Learning Agreement.

You must also provide your Field Instructor with a copy of your practice course syllabus and should discuss ways of integrating course material with the field experience. Please give field instructors sufficient advanced notice about any field-related assignments that require field instructor participation and/or review.

Monthly Time Sheets
You are responsible to document the amount of hours you have spent in the agency each week on the Monthly Time Sheet (D-1 Form) which can be found in the Rubric & Template section at the end of this document, in the appendix of your Field Manual and on our social work department website. The completed form must be submitted to your Field Liaison at the end of each month. The form must be signed by both you and your field instructor.

CLASS POLICIES:

1. **Attendance**: This class does not meet every week, so attendance is crucial. You are expected to be present and on time for class.
   - In accordance with Nyack College’s policy, you are allowed one absence from this class without penalty. This absence is intended to accommodate illness (except major illness), family emergencies, etc.
   - Three or more absences will reduce your final grade by 1/2 a letter grade (e.g. A to A-).
   - Attendance will be checked at the beginning of each class session. It is your responsibility to sign the attendance sheet. Someone else may not sign the attendance sheet for you; neither may you sign for someone else.
   - If you know that you are going to be late or absent from class, please do let me know. This will allow me the opportunity to re-design class work as necessary.
   - Arriving late for class or leaving early is not appropriate or acceptable. Three such occurrences will be counted as an absence

2. **Late assignments**
   - All work is due at the beginning of class time on the due date specified.
   - Late assignments and papers will be deducted one point for each date past the due date.
   - Presentations that are over two weeks late, cannot be made up, except in the case of a true emergency.

3. **Style Guide for written work**: All writing assignments should follow the APA styles. Written assignments should reflect critical thinking and analysis of the topic, as well as demonstrate proper use of grammar, spelling, and organization.

4. **Academic Integrity and Plagiarism**: In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook. When excerpts, thoughts, writings or statements of others are used in papers, essays, or other projects, they must be acknowledged through
footnotes, bibliography and other accepted...APA practices and standards” (Nyack College Catalog 2003-2004 p. 37-38).

5. **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.

6. **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.

7. **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the APA style guide.

8. **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.

**GRADING SCALE:**
Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentile Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 94%</td>
</tr>
<tr>
<td>A-</td>
<td>93% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 88%</td>
</tr>
<tr>
<td>B</td>
<td>87% - 83%</td>
</tr>
<tr>
<td>F</td>
<td>82% - 0%</td>
</tr>
</tbody>
</table>

*Please note it is necessary to obtain a minimum of B(83%) in this course to be considered passing.*

**COURSE OUTLINE AND CALENDAR**

<table>
<thead>
<tr>
<th>Module 1 Getting Oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of the Module</strong></td>
</tr>
<tr>
<td>1. Introductions, Review of Syllabus, Course Overview,</td>
</tr>
<tr>
<td>2. Learning Agreement: Purpose and process of development</td>
</tr>
<tr>
<td>3. Understanding Roles: Intern, Field Instructor, Field Liaison</td>
</tr>
</tbody>
</table>

<p>| <strong>Competencies/Practice Behaviors to be mastered in this Module</strong> |
| PB1.3, 2.1, 2.2 |</p>
<table>
<thead>
<tr>
<th><strong>Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Berg-Weger, M. CH 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Module 2 Socialization into the Profession</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of the Module</strong></td>
</tr>
<tr>
<td>Shaping the Professional Self:</td>
</tr>
<tr>
<td>1. Strategies for Socialization</td>
</tr>
<tr>
<td>2. Professional Boundaries</td>
</tr>
<tr>
<td>3. Self-Care</td>
</tr>
<tr>
<td>4. Transitions of Professional Socialization</td>
</tr>
<tr>
<td>a) Course work to Practicum</td>
</tr>
<tr>
<td>b) Stages of Professional Development</td>
</tr>
<tr>
<td><strong>Competencies/Practice Behaviors to be mastered in this Module</strong></td>
</tr>
<tr>
<td>PB1.3,1.4, 2.1, 2.2, 9.1</td>
</tr>
<tr>
<td>Module 3 Safety in the Social Work Setting</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Description of the Module</strong></td>
</tr>
<tr>
<td>Safety Risks, Reasonable Concerns and Caution</td>
</tr>
<tr>
<td>Assessment of Potentially Violent Clients</td>
</tr>
<tr>
<td>Ethical Dilemmas involving Safety</td>
</tr>
<tr>
<td>Specific Guidelines for Safety</td>
</tr>
<tr>
<td><strong>Competencies/Practice Behaviors to be mastered in this Module</strong></td>
</tr>
<tr>
<td>PB1.3, 2.2, 9.1, 10.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berg-Weger, M. CH 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4 Utilizing Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings</strong></td>
</tr>
</tbody>
</table>
| Description of the Module | Purpose and Expectation of Supervision Sessions  
| Ethical and Interpersonal Issues In Supervision  
| Strategies for Maximizing the Effectiveness of Supervision  |
| Competencies/Practice Behaviors to be mastered in this Module | PB1.3, 1.6, 2.1,  |
| Readings | Berg-Weger, M. CH 4  
| Module 5 Organization Context |  |
| Description of the Module | Internal Elements of Organizations  
| Governmental Organizations  
| For-Profit & Nonprofit Organizations  
| Role of Social Work within Organizations  
| Informal Organizations  
| Socialization into Social Service Organizations  |
| Competencies/Practice Behaviors to be mastered in this Module | PB9.1  |
| Readings | Berg-Weger, M. CH 5  

*** This class schedule is subject to change after the instructor evaluates class progress.  

**SELECTED BIBLIOGRAPHY**


Grobman, L.M. (Ed.) (2002). The field placement survival guide: What you need to know to get the most from your social work practicum. Harrisburg, PA: White Hot Communications.


Websites
Field Educator Journal. Simmons School of Social Work fieldeducator@simmons.edu
The New Social Worker Online www.socialworker.com
National Association of Social Workers www.socialworkers.org

Assignment Rubrics and Templates

I. Student Demeanor Rubric

<table>
<thead>
<tr>
<th>CRITERIA &amp; Grade Value</th>
<th>EXCEEDS (4)</th>
<th>MEETS (3)</th>
<th>APPROACH (2)</th>
<th>Marginally Meets (1)</th>
<th>Does Not Meet (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares for the class/meeting by completing readings and integrates them into classroom/meeting participation (PB 1.4)</td>
<td>Regularly cites from readings; frequently uses readings to support points; articulates &quot;fit&quot; of readings with topic at hand</td>
<td>often cites from readings; uses readings to support points; often articulates &quot;fit&quot; of readings with topic at hand</td>
<td>occasionally cites from readings; sometimes uses readings to support points; occasionally articulates &quot;fit&quot; of readings with topic at hand</td>
<td>rarely able to cite from readings; rarely uses readings to support points; rarely articulates &quot;fit&quot; of readings with topic at hand</td>
<td>unable to cite from readings; cannot use readings to support points; cannot articulate &quot;fit&quot; of readings with topic at hand</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Quality of participation in classroom discussions and learning activities (20%)</td>
<td>PB1.5</td>
<td>Volunters comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, may or may not lead to other questions from students</td>
<td>Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question</td>
<td>Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic</td>
</tr>
<tr>
<td>Demonstrates Active Listening Skills</td>
<td>Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others</td>
<td>Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others</td>
<td>Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others</td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion</td>
</tr>
<tr>
<td>Utilizes technological forms of communication and learning (e.g. email, E-Companion &amp; relevant social networking mediums) (PB1.4).</td>
<td>Always composes and replies to all form of technological communication. Fully understands and implements email ethics and etiquette.</td>
<td>Often composes and replies to all form of technological communication. Understands and uses email ethics and etiquette most of the time.</td>
<td>Occasionally composes and replies to all form of technological communication. Understands and uses email ethics and etiquette some of the time.</td>
<td>Rarely composes and replies to all form of technological communication. Minimal understanding and use of email ethics and etiquette.</td>
<td>Does not compose or reply to all form of technological communication. Does not understand and use email ethics and etiquette.</td>
</tr>
<tr>
<td>Takes personal responsibility for involvement in continual pursuit and enhancement of learning opportunities (PB1.5).</td>
<td>Fully articulates a rich and current description of their learning (strength and limitations). Continually identifies and implements goals and interventions to improve learning; Fully participates in relevant learning opportunities outside of the classroom.</td>
<td>Often articulates a thoughtful and current description of their learning (strength and limitations). Frequently identifies and implements goals and interventions to improve learning; Often participates in relevant learning opportunities outside of the classroom.</td>
<td>Occasionally articulates a current description of their learning (strength and limitations). Occasionally identifies and implements goals and interventions to improve learning; Occasionally participates in relevant learning opportunities outside of the classroom.</td>
<td>Rarely articulates a current description of their learning (strength and limitations). Rarely identifies and implements goals and interventions to improve learning; Rarely participates in relevant learning opportunities outside of the classroom.</td>
<td>Does not articulate a current description of their learning (strength and limitations). Does not identify or implement goals and interventions to improve learning; Does not participate in relevant learning opportunities outside of the classroom.</td>
</tr>
<tr>
<td>Is open and invested in feedback and suggestions that can improve the student's knowledge and skill (PB 1.6).</td>
<td>Regularly solicits classmates’ and instructors' perspective inside and outside class.</td>
<td>Often solicits classmates’ and instructors' perspective inside and outside class.</td>
<td>Sometimes solicits classmates’ and instructors' perspective inside and outside class.</td>
<td>Rarely solicits classmates’ and instructors' perspective inside and outside class.</td>
<td>Never solicits classmates’ and instructors' perspective inside and outside class.</td>
</tr>
<tr>
<td>Attendance PB1.5</td>
<td>Never misses class and/or comes late (0 absences/lateness).</td>
<td>Rarely misses class and/or comes late (0-1 absences/lateness).</td>
<td>Sometimes misses class and/or comes late (2 absences/lateness).</td>
<td>Often misses class and/or comes late (3-4 absences/lateness).</td>
<td>Frequently misses class and/or comes late (5 or more absences/lateness).</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Works collaboratively with all group members while relating easily and positively with others PB1.4</td>
<td>Regularly engages interpersonal in with other group members. Always is productive and responsible in collaborative tasks. May assume a leadership role.</td>
<td>Frequently productive and responsible in collaborative tasks. Is usually able to constructively engage interpersonal issues with other group members. May assume a leadership role with varying degrees of success.</td>
<td>Occasionally productive and responsible in collaborative tasks. Does just enough work to get by. May have some interpersonal issues with others in the group.</td>
<td>Rarely contributes to group and collaborative activities. May have some interpersonal issues with others in the group, has difficulty engaging them constructively.</td>
<td>Does not contribute to group and collaborative activities. Has many interpersonal issues with others in the group, but has significant difficulty engaging them constructively.</td>
</tr>
</tbody>
</table>
### III. Field Journal Rubric

<table>
<thead>
<tr>
<th>CRITERIA Score</th>
<th>EXCELLENT</th>
<th>VERY GOOD</th>
<th>SATISFACTORY</th>
<th>NEEDS WORK</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Quality</strong></td>
<td>Strong writing style with clear ability to express thoughts and point of view. Excellent grammar, syntax, spelling, etc.</td>
<td>Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling, etc.</td>
<td>Writing style conveys meaning adequately. Some grammar, syntax and spelling errors.</td>
<td>Difficulty expressing ideas, feelings or descriptions clearly. Limited syntax. Needs to work on grammar, spelling, etc.</td>
<td>Considerable difficulty expressing ideas or descriptions clearly. Many grammatical, syntactical, and spelling errors</td>
</tr>
<tr>
<td><strong>Description of Situation/Interaction &amp; Feelings</strong></td>
<td>Clear incisive description that reveals situation and dynamics vividly. Excellent use of adjectives, metaphors, etc. Sensitive and perceptive.</td>
<td>Solid description that fully discloses the scene. Some interpretation of events, meanings, etc.</td>
<td>Factual description of sequence of events with little “texture” or interpretation. Clearly not fully developed.</td>
<td>Brief or general statement with few details. Little if any sense of meaning.</td>
<td>Little description at all, or brief, perfunctory statements glossing over the event(s). The reader has little idea what transpired.</td>
</tr>
<tr>
<td><strong>Insights and Understanding</strong></td>
<td>Definite insights into issues and implications of events for self and clients. Aware of increased complexity of issues and situations.</td>
<td>Some insights into situations, issues and personal change/growth. Making connections with implications for self or clients. Some sense of complexity.</td>
<td>Positive experience at an intuitive or emotive level. Gains affectively from the ‘experience’ but insights based on conscious reflection are few or simplistic.</td>
<td>Doing the assignment. Neutral experience without personal resonance or impact.</td>
<td>Rigid attitude. Resistant to change in established point of view.</td>
</tr>
<tr>
<td><strong>Connection to Knowledge, Values, &amp; Skills</strong></td>
<td>Exceptional connections made indicating exemplary understanding</td>
<td>Good connections made indicating thorough understanding</td>
<td>Adequate connections made indicating sufficient understanding</td>
<td>Minimum connections made indicating little understanding</td>
<td>No connections made</td>
</tr>
<tr>
<td><strong>Personal Growth, Commitment and Challenge</strong></td>
<td>Creates a personal plan of action or personal challenge based on commitment to personal growth.</td>
<td>Creates a ‘next step’ based on experience &amp; reflection.</td>
<td>Committed to personal growth and able to note progress.</td>
<td>Somewhat committed to personal growth. Unchallenged.</td>
<td>Definitely not exerting self to a level of commitment to personal growth.</td>
</tr>
<tr>
<td><strong>Progress and Leadership Development</strong></td>
<td>Significant growth or personal development. Evidence of synthesis of experience into goals or plan of action, with implications for the future.</td>
<td>Increased sensitivity, change of attitude, and awareness of connections.</td>
<td>Steady course. Incremental progress of which the student may not be personally aware.</td>
<td>No progress. Repetitious experience and reflection.</td>
<td>Losing ground. Bored or frustrated. Negative attitude in reflection.</td>
</tr>
</tbody>
</table>
Respond with 5 – 10 sentences to each of the following categories.

Describe a specific situation or interaction:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Describe your feelings related to that situation or interaction:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Connect this situation/interaction to Social Work knowledge, skills, and/or values:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Personal Growth (What have you learned about yourself from this experience/interaction? Is there something that you need to change?)

______________________________________________________________________________
Possible questions that might be addressed in your journal:

- What was the best thing that happened this week at your site? How did it make you feel?
- What thing(s) did you like least this week about the site?
- What compliments did you receive and how did they make you feel?
- What criticisms, if any, did you receive and how did you react to them?
- How have you changed or grown since you began your work at this site? What have you learned about yourself and the people you work with?
- How does working at this site make you feel? Happy? Proud? Bored? Why do you feel this way?
- Has this experience made you think about possible careers in this field?
- What kind of new skills have you learned since beginning to work at this site? How might they help you?
- If you were in charge of this site, what changes would you make?
- How has your work changed since you first started? Have you been given more responsibility? Has your daily routine changed at all?
- What do you think is your main contribution to the site?
- How do the people you work with treat you? How does it make you feel?
- What have you done this week that makes you proud?
- Has this experience been a rewarding one for you?

III. Process Recording

RUBRICS:
Rubric for Process Recording

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCEEDS</th>
<th>MEETS</th>
<th>MARGINALY MEETS</th>
<th>DOESN’T MEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking about professional practice</td>
<td>Communicates in-depth level of thought and analysis related to Social Work Practice</td>
<td>Communicates adequate level of thought and analysis related to Social Work Practice</td>
<td>Communicates minimal level of thought and analysis related to Social Work Practice</td>
<td>Does not communicate thought and analysis related to Social Work Practice</td>
</tr>
<tr>
<td>Conceptualizes transactions between self and client</td>
<td>Demonstrates exemplary conceptualization of transactions between client and self</td>
<td>Demonstrates adequate conceptualization of transactions between client and self</td>
<td>Demonstrates minimal conceptualization of transactions between client and self</td>
<td>Does not demonstrate conceptualization of transactions between client and self</td>
</tr>
</tbody>
</table>
Awareness of Self | Demonstrates exemplary awareness of self | Demonstrates adequate awareness of self | Demonstrates minimal awareness of self | Does not demonstrate awareness of self

The major purposes of process recording are the following:

1) To structure thinking about professional practice whether with individuals and families, group work, community organization, or social administration.
2) To conceptualize what happens in the transactions between the social work and the client systems.
3) To heighten your awareness of yourself in action and as part of the transaction.
4) To separate facts from judgments.
5) To practice identifying the specific social work skills that is most effective in certain types of transactions.

Please use the following outline for the process recording:

I. **Client System** (Client’s first name, age, gender, race, ethnicity, occupation, etc.)

II. Presenting problem (situation or background relevant to intervention).

III. **Purpose and objectives for transaction** (interview, meeting, conference, etc.)

IV. **Description of the transaction(s) - Content and Reaction**

   1) Record factual occurrences. Record the words you said and the words your client said. Record what actually took place, how the meeting or interview began, what was done and said (including by you), omit feelings and judgments about these actions.

   2) Record observations about the client system, yourself in action, the environment. Describe the feeling content or tone of the transaction(s), on the part of both the client and yourself.

V. **Skills Used**

   1) Identify the social work skill that you used.
   2) If you used more than one skill, record them all.

VI. **Your Reaction: Thoughts/Feeling/Emotions**

   1) When you are talking, describe the subjective reactions (thoughts, feelings, sensations) that you experienced when you expressed these words.
   2) When you client is talking, describe your subjective reactions to the client’s verbal and nonverbal communications.

VII. **Analysis**

When you are talking, analyze and evaluate the choice of words, the skill(s) used, and the quality of your communication. Identify what skills you could have used to possibly yield a different result.

When your client is talking, briefly reflect upon the client’s words and gestures during the exchange.

**Sections IV – VII will completed in the following format:**

---

**Format for Transcribed Recording**
<table>
<thead>
<tr>
<th>Content</th>
<th>Skill Used</th>
<th>Your Feelings/Emotions</th>
<th>Your Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worker</td>
<td>Report words you said</td>
<td>Identify social work skill, if any, you used</td>
<td>Describe your subjective (e.g., thoughts, feelings, sensations) reactions to your own words during this exchange</td>
</tr>
<tr>
<td>Client</td>
<td>Report words client said</td>
<td>Describe your subjective (e.g., thoughts, feelings, sensations) reactions to the client's words and gestures during the exchange</td>
<td>To the degree possible, objectively analyze the client's words and gestures during this exchange</td>
</tr>
</tbody>
</table>

### VIII. Overall Assessment of the Interview

1) Reflecting on the interview as a whole, how effective were you in achieving your purpose?
2) What techniques and skills were successful?
3) What specific skills should you emphasize in the future?
4) What specific lessons have you learned that you will take into consideration in your next interview with this client and/or other clients?

### IX. Plan/Contract for future intervention

1) What have you and client system decided to work on at this point?
2) Indicate next steps as you see them.
COURSE: SWK 457 Field Instruction Seminar II

PROFESSOR:

CLASS MEETS:

OFFICE HOURS:


COURSE DESCRIPTION: This course is the second of two field instruction courses taken during the senior year of the BSW degree program. It is a continuation of Field Instruction and Seminar I and requires a total of 200 hours of field learning in a social service agency in addition to 14 hours of field seminars held on campus. It will build upon the foundation provided in Field Instruction and Seminar I and will provide students with opportunities to persist in development of skills in generalist social work practice. Students will remain in their previously assigned agencies as they continue to learn by directly participating in the delivery of social services under the supervision of professional social workers and faculty. Seminar sessions will continue to allow students the opportunity to process experiences in the field placement and to connect those experiences to social work knowledge, values, and skills. The hours provided to the agency are part of field instruction and a salary will not be provided.

STUDENT LEARNING GOALS:

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Competencies</strong></td>
<td><strong>Practice Behaviors/ Course Objectives</strong></td>
</tr>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1.1 Advocate for client access to the services of social work. 1.2 Practice personal reflection and self-correction to assure continual professional development. 1.5 Engage in career-long learning.</td>
</tr>
<tr>
<td>2.</td>
<td>Apply social work ethical principles to guide professional practice.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>2.3</td>
<td>Tolerate ambiguity in resolving ethical conflicts.</td>
</tr>
<tr>
<td>2.4</td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
</tr>
<tr>
<td>3.</td>
<td>Identify and develop strategies to resolve personal conflicts with professional values and ethics.</td>
</tr>
<tr>
<td>3.</td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
</tr>
<tr>
<td>3.1</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
</tr>
<tr>
<td>3.2</td>
<td>Examine a variety of approaches to practice and problem-solving and effectively communicate insights.</td>
</tr>
<tr>
<td>3.3</td>
<td>Identify how culture of clients impacts their social status as well as recognize personal biases that may impede the helping process.</td>
</tr>
<tr>
<td>3.4</td>
<td>View themselves as learners and engage those with whom they work as informants.</td>
</tr>
<tr>
<td>4.</td>
<td>Identify questions about intervention approach and evaluate best practice for client/population served.</td>
</tr>
<tr>
<td>4.</td>
<td>Use practice experiences to inform scientific inquiry.</td>
</tr>
<tr>
<td>4.</td>
<td>Use research evidence to inform practice.</td>
</tr>
<tr>
<td>5.</td>
<td>Explore and identify oppressive systems experienced by specific population served.</td>
</tr>
<tr>
<td>5.</td>
<td>Advocate for human rights and social and economic justice.</td>
</tr>
<tr>
<td>5.2</td>
<td>Engage in practices that advance social and economic justice.</td>
</tr>
<tr>
<td>6.1</td>
<td>Use practice experiences to inform scientific inquiry.</td>
</tr>
<tr>
<td>6.2</td>
<td>Use research evidence to inform practice.</td>
</tr>
</tbody>
</table>

<p>| 1. Field Learning Plan Activity |
| 2. Process Recordings |
| 1. Student Demeanor |
| 2. Field Learning Plan Activity |
| 3. Process Recordings |
| 1. Student Demeanor |
| 2. Field Learning Plan Activity |
| 3. Process Recordings |
| 1. Student Demeanor |
| 2. Field Learning Plan Activity |
| 3. Process Recordings |
| 1. Student Demeanor |
| 2. Field Learning Plan Activity |
| 3. Process Recordings |
| 1. Student Demeanor |
| 2. Field Learning Plan Activity |
| 3. Process Recordings |
| 1. Student Demeanor |
| 2. Field Learning Plan Activity |
| 3. Process Recordings |
| 1. Student Demeanor |
| 2. Field Learning Plan Activity |
| 3. Process Recordings |</p>
<table>
<thead>
<tr>
<th>7. Apply knowledge of human behavior and the social environment.</th>
<th>7.1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</th>
<th>Identify and relevant human behavior theories in work with clients.</th>
<th>1. Field Learning Plan Activity</th>
<th>Field Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>8.1 Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>Identify relevant policies to work with populations served and identify potential areas for advocacy.</td>
<td>1. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
</tr>
<tr>
<td>8.2 Collaborate with colleagues and clients for effective policy action</td>
<td>2. Process Recordings</td>
<td>Process Recording Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Respond to contexts that shape practice.</td>
<td>9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>Identify how services to clients are impacted by environmental systems.</td>
<td>1. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
</tr>
<tr>
<td>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>(a) – Engagement</td>
<td>Develop strategies and practice skill through experiences with clients and progression through each step of the helping process.</td>
<td>1. Student Demeanor</td>
<td>Student Demeanor Rubric</td>
</tr>
<tr>
<td>10.2 use empathy and other interpersonal skills</td>
<td>2. Field Learning Plan Activity</td>
<td>Field Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.3. develop mutually agreed-upon focus of work &amp; desired outcomes (b) – Assessment</td>
<td>3. Process Recordings</td>
<td>Process Recording Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.4 collect, organize, and interpret client data</td>
<td>10.7 select appropriate intervention strategies (c) – Intervention</td>
<td>10.8 initiate actions to achieve organizational goals</td>
<td>10.12 facilitate transitions and endings</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS

63
The School/Department of Social Work may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Demeanor</td>
<td>(10%)</td>
</tr>
<tr>
<td>Field Evaluation</td>
<td>(70%)</td>
</tr>
<tr>
<td>Process Recordings/8 total</td>
<td>(20%)</td>
</tr>
</tbody>
</table>

*Please note it is necessary to obtain a minimum grade of B in this course to be considered passing.*

**COURSE REQUIREMENTS**

The course will be conducted in a seminar format featuring small group discussion, role-playing, case studies and on-line discussion in-between class meeting times. The classroom environment will be structured to enhance “safety” in exploring these materials. I would like us to create a learning community whereby we are able to openly discuss and debate issues while maintaining respect for one another.

I encourage you to own your education. To that end I require that we all do the following:

- Read the assignments
- Come to class on time and prepared to discuss the readings
- Ask for help when you need it.
- Complete the course assignments
- Attend all classes

**Field Learning Agreement – Due**

In collaboration with your field instructor, you will develop a Learning Agreement to guide your experiences and activities in the field. Together, you will decide upon activities to complete during your field placement that will demonstrate the specified practice behaviors. You are required to identify at least one activity for each practice behavior. You may create your own activities to include in addition to selecting at least one activity from the list provided. The Learning Agreement Form (C-2), can be found in your Field Manual, and on the Social Work Program website at the following link:


Please be sure that this agreement is signed by both you and your field instructor before submitting. You will be graded on your completion of the designated activities.

Your performance on completing activities in this educational agreement and achieving goals outlined will be considered in the grading of your Field Evaluation. Therefore you should provide your field instructor with a copy of the Field Evaluation form and review it together while developing the Learning Agreement.

You must also provide your Field Instructor with a copy of your practice course syllabus and should discuss ways of integrating course material with the field experience. Please give field instructors sufficient advanced notice about any field-related assignments that require field instructor participation and/or review.

**Student Demeanor (10%)**

Each seminar will have a discussion format. It is critical that you come prepared to discuss the assigned reading and topic. Participation involves discussing relevant issues that emerge from your field experiences. You are to be mindful of confidentiality issues. You are required to change the names of clients, use discretion when speaking of agency issues, agency personnel, etc. You are expected to use this class as a group supervision experience where you engage your peers and faculty in helping you address, resolve, and process issues in the field. It is out of this sharing that your cognitive and practical learning will be enhanced. *Please see the Student Demeanor rubric at the end of this syllabus for details in how you will be graded in this area.*

**Process Records (8 total) (20%)**
Process records are key in reflecting and understanding your work with clients and should be presented to your field instructor for discussion during supervision meetings. A total of eight process recordings are required during the semester and you will be provided with specific guidelines regarding the necessary format. Dates for each assigned process recording will be noted in the class schedule. Each student will also be assigned to present one process recording for discussion with the seminar. A sign-up sheet will be provided in class. You will be graded on the depth of analysis, conceptualization of the transaction, and level of self awareness presented. Please see rubric for this assignment in the rubric section at the end of this document. Please see example of a completed process recording in the Doc Sharing section of E-Companion.

Field Evaluation (70%)
Your field instructor will complete the Field Evaluation - E1 Form and discuss with you. The recommended process is for you and your field instructor to complete the Evaluation form individually, then meet together to discuss the results. However, the form completed by your field instructor is what will be submitted. You are to submit the completed form in class on the assigned due date. Together with your field supervisor you are to evaluate your field practicum experience, your progress toward the goals and plans that you stated in your Learning Agreement, your professional social work conduct, intervention skills, integration of theory and practice, and use of supervision and yourself. You are to submit the areas of practice that you would like to continue to work on in the second semester. Your field supervisor will evaluate your readiness for continued social work practice in the field and recommend a grade of A, B or No Credit. Your performance on completing activities in the Learning Agreement will be emphasized in the grading of your Field Evaluation.

Field Log
Students are required to keep supervision notes that identify topics discussed in supervision meetings. This will be helpful to track the progress of your work. Field logs will be reviewed by field liaisons upon requests.

CLASS POLICIES:

9. **Attendance:** This class does not meet every week, so attendance is crucial. You are expected to be present and on time for class.
   - In accordance with Nyack College’s policy, you are allowed one absence from this class without penalty. This absence is intended to accommodate illness (except major illness), family emergencies, etc.
   - Three or more absences may reduce your final grade by 1/2 a letter grade (e.g. A to A-).
   - Attendance will be checked at the beginning of each class session. It is your responsibility to sign the attendance sheet. Someone else may not sign the attendance sheet for you; neither may you sign for someone else.
   - If you know that you are going to be late or absent from class, please do let me know. This will allow me the opportunity to re-design class work as necessary. If you are having difficulties that affect your ability to attend classes, tell me. I can only help you, if you let me know that you need help.
   - Arriving late for class or leaving early is not appropriate or acceptable. Three such occurrences will be counted as an absence.

10. **Late assignments**
   - All work is due at the beginning of class time on the due date specified.
   - Late assignments and papers will be deducted one point for each date pass the due date.
   - Presentations that are over two weeks late, cannot be made up, except in the case of a true emergency.
   - A missed exam cannot be made up, except in the case of a true emergency (hospitalization, death of an immediate family member, etc.). In this case, proper documentation must be presented to me. Oversleeping, not being prepared, not feeling well, and the like are not acceptable emergencies.
• Make up exams for true emergencies must be scheduled with me within thirty days of the last day of the exam period.

11. **Style Guide for written work:** All writing assignments should follow the APA styles. Written assignments should reflect critical thinking and analysis of the topic, as well as demonstrate proper use of grammar, spelling, and organization.

12. All Nyack College students seeking assistance with pre-writing, drafting, revising, and editing their written assignments are encouraged to use the resources available through the Writing Center. Sites are available at the Rockland graduate and undergraduate campuses, the Manhattan campus, and phone consultation is available for off-campus graduate students.

13. **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook. When excerpts, thoughts, writings or statements of others are used in papers, essays, or other projects, they must be acknowledged through footnotes, bibliography and other accepted...APA practices and standards” (Nyack College Catalog 2003-2004 p. 37-38). Please note that the consequences for plagiarism range from re-writing the assignment, to failing the course and expulsion from the college. It is your responsibility to familiarize yourself with the complete current Plagiarism Policy as stated in the current Nyack College Catalog.

14. **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.

15. **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.

16. **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the quality of work produced. The higher the quality of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the ___ style guide.

17. **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.

18. e-**Companion:** All written assignments will be submitted through eCompanion. You should go to [www.nyackonline.org](http://www.nyackonline.org) to log in. You will receive your login and password via your Nyack College email. If you have not received this information you should contact Melinda Kong at Melinda.kong@nyack.edu and she will retrieve this information for you. If you should require assistance with using this site your contact the Pearson/eCollege 24/7 Helpdesk at the following:

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**GRADING SCALE:**

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentile Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 94%</td>
</tr>
<tr>
<td>A-</td>
<td>93% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 88%</td>
</tr>
</tbody>
</table>

66
Please note it is necessary to obtain a minimum of B in this course to be considered passing.

Please see Field Manual for Semester #2 Field Evaluation Rubric

<table>
<thead>
<tr>
<th>COURSE OUTLINE AND CALENDAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1 Application of Learning Contract in Practice with Individuals &amp; Families</strong></td>
</tr>
</tbody>
</table>

| Description of the Module | 1. Expectations for Student Learning In Practice with Individuals and Families  
2. Learning the “Business” of Practice with Individuals and Families  
a) Confidentiality  
b) Documentation  
c) Collaborative Process  
d) On-going Evaluation  
3. Learning the “Process” of Practice with Individuals and Families  
a) Theory-Practice Integration: Evidenced Based Practice  
b) Managing Challenging Situations and Clients  
c) Use of Self in Practice with Individuals and Families |
| Competencies/Practice Behaviors to be mastered in this Module | PB2.3, 2.4, 4.3, 4.4, 7.1, 10.2, 10.3 10.7, 10.13 |
| Readings | Berg-Weger, M. CH 6  

| Module 2 Application of Learning Contract in Practice with Groups |
| Description of the Module | 1. Expectations for Student Learning In Practice with Groups  
2. Learning the “Business” of Practice with Groups  
   a) Confidentiality  
   b) Documentation  
   c) Collaborative Process  
   d) On-going Evaluation  
3. Learning the “Process” of Practice with Individuals and Families  
   a) Theory-Practice Integration: Evidenced Based Practice  
   b) Managing Challenging Client Behaviors in the Group Settings  
   c) Use of Self in Group Practice  
4. Task Groups  
   a) Group Member and Leader Roles  
   b) Facilitating Group Meetings  
   c) Challenging Group Dynamics |
| Competencies/Practice Behaviors to be mastered in this Module | PB2.3, 2.4, 4.3, 4.4, 7.1, 10.2, 10.3, 10.7, 10.13 |
| Readings | Berg-Weger, M. CH 7  

**Module 3 Application of Learning Contract in Practice with Organizations, Community, & Policy**
<table>
<thead>
<tr>
<th>Description of the Module</th>
<th>Competencies/Practice Behaviors to be mastered in this Module</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Expectations for Student Learning In Organization, Community and Policy</td>
<td>2.3, 2.4, 4.3, 4.4, 9.2, 10.2, 10.4, 10.7, 10.8, 10.13</td>
</tr>
<tr>
<td></td>
<td>2. Learning the “Business” of Organizational, Community, and Policy Practice</td>
<td>Berg-Weger, M. CH 8</td>
</tr>
<tr>
<td></td>
<td>a) Practice in smaller communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Confidentiality and Self-Determination</td>
<td></td>
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<tr>
<td></td>
<td>c) Collaboration/Coalitions</td>
<td></td>
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<tr>
<td></td>
<td>d) Documentation</td>
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<tr>
<td></td>
<td>d) On-going Evaluation</td>
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<tr>
<td></td>
<td>3. Learning the “Process” of Organizational, Community, and Policy Practice</td>
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</tr>
<tr>
<td></td>
<td>a) Theory- Practice Integration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Managing Adverse Relationships and Conflicting Goals</td>
<td></td>
</tr>
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<td></td>
<td>c) Developing Reasonable Expectations</td>
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<td></td>
<td>4. Policy Contexts that Shape Practice</td>
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<tr>
<td></td>
<td>a) Managed Care</td>
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<td></td>
<td>b) Administrative Trends in Social Service Agencies</td>
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<td></td>
<td>c) Asset Development</td>
<td></td>
</tr>
<tr>
<td>Module 4 Social Work Practice and the Legal System</td>
<td>Competencies/Practice Behaviors to be mastered in this Module</td>
<td>Readings</td>
</tr>
<tr>
<td>Description of the Module</td>
<td>1. Grievance Procedures and Legal Resources for Clients</td>
<td>Berg-Weger, M. CH 9</td>
</tr>
<tr>
<td></td>
<td>2. Professional and Student Malpractice Issues and Liability</td>
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<tr>
<td></td>
<td>3. Special Legal Issues</td>
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<td></td>
<td>4. Ethical Violations and Grievance Procedures</td>
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<td>5. Professional Court Involvement</td>
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<tr>
<td></td>
<td>a) Receiving a Subpoena</td>
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<td></td>
<td>b) Testifying in Court and Serving as an Expert Witness</td>
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<tr>
<td></td>
<td>1.1, 2.2, 2.3, 5.2, 5.3, 9.1, 10.7, 10.9, 10.11</td>
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<tr>
<td>Module 5 Termination</td>
<td>Description of the Module</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Reflection on Field Experience</td>
<td></td>
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<tr>
<td></td>
<td>a) Joys and Frustrations</td>
<td></td>
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<td></td>
<td>b) Lessons Learned</td>
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<tr>
<td></td>
<td>2. Terminating with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Clients, Field Instructor and Agency Staff</td>
<td></td>
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<tr>
<td></td>
<td>b) Social Work Program</td>
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<td></td>
<td>3. Cont’d Professional Development</td>
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</tbody>
</table>


### Competencies/Practice Behaviors to be mastered in this Module

PB 1.5, 7.1, 10.8, 10.12, 10.13

### Readings

Berg-Weger, M. CH 10

*** This class schedule is subject to change after the instructor evaluates class progress.

#### Websites

Field Educator Journal. Simmons School of Social Work fieldeducator@simmons.edu
The New Social Worker Online www.socialworker.com
National Association of Social Workers www.socialworkers.org

#### SELECTED BIBLIOGRAPHY


Grobman, L.M. (Ed.) (2002). The field placement survival guide: What you need to know to get the most from your social work practicum. Harrisburg, PA: White Hot Communications.


Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.2

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,1 human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.
1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.
1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
• advocate for client access to the services of social work;
• practice personal reflection and self-correction to assure continual professional development;
• attend to professional roles and boundaries;
• demonstrate professional demeanor in behavior, appearance, and communication;
• engage in career-long learning; and
• use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
• recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned
discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a) — Engagement**
Social workers
• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b) — Assessment**
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

**Educational Policy 2.1.10(c) — Intervention**
Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

**Educational Policy 2.1.10(d) — Evaluation**
Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all
human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

**Educational Policy M2.2—Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.3—Signature Pedagogy: Field Education**

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


**Accreditation Standard B2.0—Curriculum**

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard M2.0—Curriculum**

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard 2.1—Field Education**

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.4 Admits only those students who have met the program’s specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting
effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.


Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation
Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.
Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure
The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

The program provides documentation that the director has a full-time appointment to the social work program.

The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program.

In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

The program provides documentation that the director has a full-time appointment to the social work program.

The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

The program identifies the field education director.

The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster’s social work degree practice experience.

The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field
at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

**Educational Policy 3.5—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

**Accreditation Standard 3.5—Resources**

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. **Assessment**

**Educational Policy 4.0—Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

**Accreditation Standard 4.0—Assessment**

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.
Forms used for Field Education can be found in the following pages of this document and on our Social Work Department website at the following link:

http://www.nyack.edu/content/SWFieldEdForms

Please note that several forms including the application to field education (A1-Form), Learning Agreements (C1 & C2 Forms), and Field Evaluations (E1 & E2) must be completed online at our field education website www.runipt.com. You will be provided instructions on how to access this site including username and password information by the Field Education Office.

If you have any questions or concerns, please contact Prof. DeVonne Allen, Director of Field Education at: (845) 675-4536 or devonne.allen@nyack.edu.
Nyack College
SOCIAL WORK
FIELD EDUCATION PROGRAM

BSW Field Education Program Application

NOTE: * Applications must be completed and returned to Field Coordinator by the first week in December. Late applicants will be responsible for attaining their own internship placement for Field Instruction. APPLICATIONS TO FIELD INSTRUCTION ARE ONLY AVAILABLE TO SOCIAL WORK MAJORS.

I. Identifying Information

Name of Student: ________________________  ________________________  ________________________
(Last) (First) (Middle)

Local Address: ___________________________________  ____________________________
(Street/Apt#) (City) (Zip code)

Telephone: ____________________________  ____________________________
(Home) (Evening)

Email: ______________________________________________

Student ID Number: ________  Male:  □ female:  □ Date of Birth: ________

II. Learning Goals

1. ________________________________________________________________________

2. ________________________________________________________________________

3. ________________________________________________________________________

III. Client Populations/Agency Settings Preferred

1. ________________________________________________________________________

2. ________________________________________________________________________

3. ________________________________________________________________________

Is there a specific agency where you would like to be placed? If yes, please state.

__________________________________________________________________________
What are your preferences as to the agency setting and or client populations that you would not be comfortable? Explain why.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

IV. Some Factors Affecting Field Instruction Assignment

Before the semester for which you are requesting a field placement you must have completed the following courses, and attained a minimum of a 2.5 average in completed social work courses. Please indicate your completion of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Yes/No</th>
<th>Grade</th>
<th>Registering to take in the Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>SWK 101</td>
<td>Introduction to Social Work</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 246</td>
<td>Interpersonal Communication Skills</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 254</td>
<td>Understanding Diverse Populations</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 314</td>
<td>Human Behavior in the Social Environment I</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 315</td>
<td>Social Welfare Policy and Economic Justice</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 316</td>
<td>Principles of Social Work Practice</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 354</td>
<td>Human Behavior in the Social Environment II</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>SWK 356</td>
<td>Social Work Practice with Individuals &amp; Families</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

VI. Please list days & times available for placement? (A minimum of 13 hour per week)

___________________________________________________________________________

VII. Are you fluent in any language other than English? If yes, please specify the language and degree of fluency in reading, writing & speaking.

___________________________________________________________________________

83
Most agencies will require some form of criminal background check prior to accepting a student for placement. It is helpful for the Field Coordinator to have knowledge of any criminal history in order to facilitate placement with an appropriate agency with background criteria that can be more likely met by the student.

Have you ever been convicted of a criminal offense? Yes______ No______
(If yes, be sure to discuss with Field Coordinator so that appropriate plans can be made).

VIII. Please note any additional factors that should be taken into consideration in making your field instruction assignment, such as physical, mental disabilities and/or any special need(s), personal circumstances, relationships, etc.

________________________________________________________________________

________________________________________________________________________

IX. Do you plan to work the semester you are in field instruction?
Yes____ No____

If yes, how many hours per week will you work? _____

Additional comments you may wish to make:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I have completed this form as accurately as possible and understand that this application will be used to determine the field instruction placement agency one that best meets my educational needs. I understand that this information will be shared with potential Field Instructors. I agree to the release of information from my academic file for the purpose of arranging instruction placements and evaluating practicum progress.

_____________________________________________         _________________
Signature of Applicant                          Date

My Academic Advisor is: ________________________________
Office Use Only:

X. Processing

Application reviewed on _______________________

Date

Approved _______________  Disapproved _______________

Comments:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Student’s Name: _______________________________________________________

V. Agency Preference List

First Choice:

Agency: _______________________________________________________________

Name of MSW/BSW Field Instructor: ______________________________________

Agency Telephone/extension: _____________________________________________

Agency: Address: _______________________________________________________

Second Choice:

Agency: _______________________________________________________________

Name of MSW/BSW Field Instructor: ______________________________________

Agency Telephone/extension: _____________________________________________

Agency: Address: _______________________________________________________

Third Choice:

Agency: _______________________________________________________________

Name of MSW/BSW Field Instructor: ______________________________________

Agency Telephone/extension: _____________________________________________

Agency: Address: _______________________________________________________
Form B-1

Nyack College

SOCIAL WORK
FIELD EDUCATION PROGRAM

Agency Enrollment/Description Form

Student Name:______________________________ Date:_________

Agency Name:________________________________________

<table>
<thead>
<tr>
<th>Address:</th>
<th>Website:</th>
</tr>
</thead>
</table>

Internship/Volunteer Coordinator

<table>
<thead>
<tr>
<th>Name:</th>
<th>Telephone:</th>
<th>E-mail:</th>
</tr>
</thead>
</table>

Directions to Placement
By public transportation & by car:

The Function and Services of the Agency:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Agency Requirements (e.g. finger printing, ppd test, liability insurance)
____________________________________________________________________________________

Types of Student Assignments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Availability of Resources for the Student:
____________________________________________________________________________________
____________________________________________________________________________________

Description of the Field Instructors & Task Supervisor(s):

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
<th>Years in the Field</th>
<th>E-mail</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Field Instructor’s Signature:________________________________________ Date:_________
Form B-2

Nyack College
SOCIAL WORK DEPARTMENT
FIELD EDUCATION PROGRAM

SOCIAL WORK FIELD INSTRUCTION AGREEMENT BETWEEN THE
NYACK SOCIAL WORK PROGRAM, FIELD AGENCY AND STUDENT

INSTRUCTION STUDENT______________________________________

AGENCY NAME______________________________________________

AGENCY FIELD INSTRUCTOR__________________________________

NYACK FIELD LIAISON_______________________________________

NYACK FIELD COORDINATOR_________________________________

The Nyack Field Coordinator Agrees to:

- Assume responsibility for the overall direction and coordination of the social work Field Education Program.
- Screen student applicants and assess their readiness for a social work Field Instruction.
- Provide guidelines for evaluating the student.
- Enhance agency’s understanding of core competencies.
- Provide training & policy regarding the Field Education Program for agency supervisors.
- Be available to students, agencies, and faculty liaisons to facilitate the resolution of problems that may arise.
- Select, Orient and Train Field Instructors and Faculty Liaisons.
- Submit grades for each student’s social work Field Instruction.
- Assume responsibility for removing a student from a placement, should that become necessary.

The Nyack Field Liaison Agrees to:

- Meet at least once per semester with the student and the agency field supervisor together.
- Ensure responsibility for end of semester evaluations & grades of the students’ performance in conjunction with the agency field supervisor.
- Assist the student in developing a Learning Agreement to structure the field education experience.
- Assist in orienting new agency supervisors to the college’s curriculum and field education program.
- Act as a resource person for students and Agency in regard to questions, about the Field Education Program.
- Meet with faculty and agency supervisors together at least once per semester.

The Agency Field Instructor Agrees to:

- Provide a minimum of one hour per week of direct supervision to student and regularly review recordings, which can include, process recordings or journaling.
- Orient new students to agency structure and function, student responsibilities, policies and procedures, and commonly used community resources.
- A sufficient number and variety of assignments to support the progression of student learning. We expect students to become involved in practice activities within three weeks of the start of the placement (includes shadowing, etc).
• Assist the student in developing an education plan and a Learning Agreement to structure the field instruction experience.
• Structure assignments to help the student learn a broad range of social work interventions common to generalist social work practice.
• Provide suitable office space.
• Ensure student’s primary role as learner.
• Complete a Learning Agreement at the beginning of the fall & spring semester and a formal evaluation of the student at the end of each semester.
• Reimburse the students for any expenses they incur in the same manner as for agency employees.
• Abstain from sexual or other harassment of the student.
• Use of selected agency records (appropriately disguised to ensure client and agency confidentiality) for class assignments.
• Use of agency consultation resources when appropriate.
• Access to staff, committee, and seminar meetings when appropriate.

The Nyack Student Agrees to:
• Develop and complete all necessary field education forms in a timely manner.
• Dress appropriately according to the nature of their field setting.
• Abide by agency rules, policies and procedures, including those pertaining to confidentiality
• Adhere to the National Association of Social Workers Code of Ethics.
• Behave in a professional manner, taking responsibility as an adult learner to understand duties, seek supervision when needed, and carry out assignments.
• Complete 400 hours over two semesters (200 hours per semester) without pay.
• Prepare for supervision conferences by adhering to deadlines, completing work, formulating questions about assignments, etc.
• Discuss with agency or faculty supervisor any areas of disagreement, dissatisfaction, or confusion in respect to any part of the practicum experience.
• Complete an evaluation of the social work field education experience upon completion of 400 hours of field instruction.

Signatures

__________________________________________________________
Student

__________________________________________________________
Agency Field Instructor

__________________________________________________________
Nyack Faculty Field Liaison

__________________________________________________________
Nyack Field Coordinator
Form B-3

Nyack College
SOCIAL WORK
FIELD EDUCATION PROGRAM

Field Instruction Agreement in Student’s Place of Employment

Student Name: _______________________________________________________

Agency:

Agency Name_____________________________________________________

Agency Address__________________________ City _____________ Zip ______

Agency Phone_____________________

Executive Director or Administrator Name_____________________________

Current Supervisors Name__________________________________________

Conditions for Practicum in place of employment:

1. The student has completed the agency’s probationary period or six months of employment, unless employment is new.
2. The agency meets the standards for consideration as a field agency and is willing to sign or has signed an affiliation agreement with Nyack College.
3. The agency has or has arranged to have a qualified licensed MSW or BSW with two years post-masters experience who can serve as field instructor.
4. The agency agrees that the supervisor for the field is not the student’s supervisor for regular employment
5. The agency and the Department of Social Work both agree that the assignments given to the student/employee are consistent with the educational goals and objectives of the BSW Program and that the assignments show evidence of sound educational design and progressive development of the student's abilities at the BSW level. This will be documented in the student’s Learning Agreement/C-1 & C-2.
6. In the case of existing employment past six months, this may mean lighter caseloads, involvement in client and community based assignments not typically assigned by the agency yet overseen by the Field Instructor, and additional hours beyond the normal work week.

Information regarding student’s employment in the agency:

1. Length of employment at agency: _________________________________

2. Student's current job title and job description:

_______________________________________________________________________

_______________________________________________________________________

3. What kind of work assignments does the student now have?

_______________________________________________________________________

_______________________________________________________________________

4. Information regarding proposed practicum assignment:
a. Specify the new activities the student will do in the field placement.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

b. How will the agency insure that the field experience will differ from the student’s job?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

5. The student’s field practicum placement time will be _____days per week, totaling ____hours, over a minimum of 14 weeks per semester. (If applicable, the student will be expected to work an additional _____hours per week in their non-student, regular employment role.)

6. The student will have at least one hour of field instruction each week from the designated BSW or MSW Field Instructor discussing the educational aspects of the internship and will have adequate time for record writing and other necessary preparation. Yes_____ No_____

Current Work Supervisor______________________________________________

Proposed Field Instructor (and a copy of his/her resume) ______________________

Reviewed by Field Coordinator with the following adjustments:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

PLEASE SIGN

Nyack Field Coordinator _____________________________ Date___________

Agency Director _____________________________ Date___________

Employment Supervisor _____________________________ Date___________

Field Instructor _____________________________ Date___________

Student _____________________________ Date___________

Return to:
Field Coordinator
Identified below are ten broad areas of competency and the essential practice behaviors that must be successfully accomplished and mastered for a student to complete their field instruction. Each semester students are expected to learn the essential practice behaviors listed under the competence areas and choose from the provided set of learning activities and/or develop student learning activities that articulate the accomplishment of practice behaviors. Student learning activities are the substance of the Student’s Learning contract that they complete by the end of each semester.

At the conclusion of the semester you will evaluate the student’s performance based on their completion of this learning contract. It is expected that as students develop increasing depth of understanding and ability, the same ten competencies are addressed in both semesters; however, different practice behaviors are identified for each semester. In addition, the Field Instructor and the Nyack’s Field Liaison may require that students address certain practice behaviors to respond to student deficits.

The Student Learning Contract should be discussed openly with the student. The Student, the Field Instructor and the Field Liaison should also sign the completed contract. The completed contract should be submitted to the Nyack Field Liaison within one month of starting the semester.

**INSTRUCTIONS:** Together with your student, please check the “STUDENT LEARNING ACTIVITIES” in each “COMPETENCE” area that articulate how the student will demonstrate the identified “PRACTICE BEHAVIORS” and fulfill the competence for the semester (*please check a minimum of one box for each practice behavior*). In addition, underneath the provided Student Learning Activities, you and your student may develop additional student learning activities that fulfill the identified Practice Behavior.
COMPETENCE #1: Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 Use supervision and consultation.</td>
<td>☐ Participate in supervision to actively seek feedback on your capacity and skills in relating to clients and in carrying out interventions.</td>
</tr>
<tr>
<td></td>
<td>☐ Keep a log of the issues you prepared beforehand to discuss with the Field Instructor at the weekly supervision meeting. Submit log of issues to Field Liaison.</td>
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<tr>
<td></td>
<td>☐ Conduct informal and/or formal interviews with three social workers in order to identify the various roles in which they are involved, given their respective positions.</td>
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<td>Additional Activities</td>
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<tr>
<td>1.4 Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td>☐ Observe agency staff that is doing enrollment, visits, and briefings. Review &amp; discuss observations and questions with your Field Instructor and Field Liaison.</td>
</tr>
<tr>
<td></td>
<td>☐ Participate in agency orientation for the purposes of reviewing expectations regarding dress code, inter-office communication, professional conduct &amp; punctuality &amp; attendance. Submit orientation information to Field Liaison.</td>
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<td>Additional Activities</td>
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<td></td>
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</tr>
<tr>
<td>1.3 Attend to professional roles and boundaries.</td>
<td>☐ Discuss boundary issues that are particular to clients within your agency with your Field Instructor. Submit a list of boundary issues to your Field Liaison.</td>
</tr>
<tr>
<td></td>
<td>☐ Read the agency’s policies regarding confidentiality. Observe how policies are implemented within the agency. Copy and submit agency policies to Field Liaison.</td>
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<td></td>
<td>Additional Activities</td>
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</table>
## COMPETENCE #2: Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td></td>
</tr>
<tr>
<td>□ Take one micro, mezzo or macro system and specify how your work with this system has demonstrated your acceptance of the values, ethics and norms of the profession from the perspective of a Christian worldview. Discuss with your Field Instructor.</td>
<td></td>
</tr>
<tr>
<td>□ Journal about a personal and professional value conflict that arises. Submit to your Field Instructor and Field Liaison.</td>
<td></td>
</tr>
<tr>
<td>□ Interview at least three staff who work at the agency a) if, and if so how their faith or spirituality contributes to their understanding of and/or practice in their daily work; b) whether and if so, how they negotiate tensions between their personal beliefs and values and professional beliefs and values. Discuss the results of this interview with my supervisor. Submit summary of interviews to Field Liaison.</td>
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<tr>
<td>Additional Activities</td>
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</table>

2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, the International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. | 
<p>| □ Select one micro client system and provide a specific example of how you demonstrated respect for the dignity, worth, and uniqueness of this system. Identify what aspects of your faith inform your respect for the dignity, worth, and uniqueness of the client system. Review with your Field Instructor. |
| □ Take the 6 Ethical Principles in the NASW Code of Ethics and cite examples of how you uphold each. Review with your Field Instructor. |</p>
<table>
<thead>
<tr>
<th>Additional Activities</th>
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</thead>
<tbody>
<tr>
<td>------------------------------------------------------</td>
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</table>

## COMPETENCE #3: Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td></td>
</tr>
<tr>
<td>□ With your Field Instructor, role play an interaction with a micro-level client system using attentive listening, empathizing, paraphrasing, questioning, assertiveness, supportive confronting, interpreting, informing, summarizing, &amp; focusing.</td>
<td></td>
</tr>
<tr>
<td>□ For all client systems, conduct a case note to document interventions. Review with your Field Instructor. Submit case note to Field Liaison.</td>
<td></td>
</tr>
</tbody>
</table>
3.2 Analyze models of assessment, prevention, intervention, and evaluation.

- Critically analyze the strengths & limitations of your agency’s models of assessment, prevention and intervention. Discuss with your Field Instructor.
- Identify & critically assess what the gaps are within your professional development and how they will be addressed this semester (i.e. intervention). Submit the assessment to your Field Instructor and Field Liaison.

4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

- In field supervision, identify and discuss your cultural characteristics & personal values—including aspects of your Christian faith—and how they may have a positive and/or negative impact on your ability to work effectively with others (peers & clients).
- Participate in training sessions on cultural competency. Submit a copy training agenda and content to Field Liaison.

4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

- Write a process recording or journal entry in which you discuss cultural & institutional forms of oppression, alienation and discrimination with one micro-level client system and its impact on resource allocation. Submit to Field Liaison.
- Write a process recording or journal entry in which you identify and understand the basis a client system’s representation as a marginalized and oppressed population within your agency context. Submit to Field Liaison.

**COMPETENCE #4: Engage diversity and difference in practice.**

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>- In field supervision, identify and discuss your cultural characteristics &amp; personal values—including aspects of your Christian faith—and how they may have a positive and/or negative impact on your ability to work effectively with others (peers &amp; clients).</td>
</tr>
<tr>
<td></td>
<td>- Participate in training sessions on cultural competency. Submit a copy training agenda and content to Field Liaison.</td>
</tr>
<tr>
<td>4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>- Write a process recording or journal entry in which you discuss cultural &amp; institutional forms of oppression, alienation and discrimination with one micro-level client system and its impact on resource allocation. Submit to Field Liaison.</td>
</tr>
<tr>
<td></td>
<td>- Write a process recording or journal entry in which you identify and understand the basis a client system’s representation as a marginalized and oppressed population within your agency context. Submit to Field Liaison.</td>
</tr>
</tbody>
</table>
### COMPETENCE #5: Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIOR</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
</table>
| 5.1 Understand the forms and mechanisms of oppression and discrimination. | - Conduct (2) cases studies and identify the common economic barriers to care. Submit & review with your Field Instructor and Field Liaison.  
- Identify public entitlements that subsidize low-income clients. Learn about the entitlement application process from the client’s point of view. Submit names of public entitlements to Field Liaison. 
- Additional Activities |

### COMPETENCE #6: Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
</table>
| 6.2. Use research evidence to inform practice. | - Conduct a literature review to identify two (2) evidence-based practice models relevant to the field agency program. Present your findings to your Field Instructor or at a staff meeting. Submit findings to Field Liaison.  
- Additional Activities |
| 6.1. Use practice experience to inform scientific inquiry. | - Identify and understand program interventions (e.g. standardized tests, client logs, rating scales, and/or behavior observations) and how interventions are utilized to inform agency/program effectiveness. Discuss with your Field Instructor.  
- Additional Activities |

### COMPETENCE #7: Apply knowledge of human behavior and the social environment,

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIOR</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. 2 Critique and apply knowledge to understand person and environment.</td>
<td>- Observe and identify a psychosocial assessment utilizing strength-based model, or ecological model or systems framework. In field supervision present and discuss the theoretical model used in completing the psychosocial assessments. Submit presentation to Field Liaison.</td>
</tr>
</tbody>
</table>
COMPETENCE #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIOR</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
</table>
| 8.1 Analyze policies that advance social well-being. | - Write a journal entry analyzing a federal, or state or local policy issue that advances the social well-being of clients within your agency. Present and review the policy with your Field Instructor. Submit to Field Liaison.  
- Identify a state or federal institution that you feel needs to be changed and explain to your Field Instructor how one specific, identified change in institutional policy would aid individuals, families, or groups by alleviating and/or preventing a social problem or by improving a social condition. Submit institution and changes to Field Liaison.  
- Review the agency’s policies and procedures handbook and develop a short report on any policies related to handling the spirituality or faith of clients, as well as policies related to the expression of social workers’ spirituality or faith. Submit report to Field Liaison.  
- Additional Activities |

COMPETENCE #9: Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIOR</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
</table>
| 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. | - Conduct an online research review and assessment of organizations that provide services that are similar to your agency’s services. Present your findings to your Field Instructor. Submit findings to Field Liaison.  
- Conduct a community analysis through observation. Take a walking tour of the agency’s neighborhood with a long-standing employee and ask questions about the geographical, economic and social characteristics of the neighborhood. Discuss your observations with your Field Instructor. Submit photos of neighborhood observations to Field Liaison.  
- Familiarize yourself with services and resources within the agency community by reading & reviewing neighboring service guides and brochures. Submit a sample of resources to Field Liaison. |
**COMPETENCE # 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement 10.1 Substantively &amp; affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>□ Take one micro, mezzo or macro-level client system and conduct a search of the literature to determine one new finding on how best to address the needs presented by this system (cite source materials). Review your findings with your field instructor. Submit findings to your Field Liaison.</td>
</tr>
<tr>
<td>Additional Activities</td>
<td></td>
</tr>
<tr>
<td>Assessment 10.6 Develop mutually agreed-upon intervention goals &amp; objectives</td>
<td>□ Accompany and observe agency staff conducting assessments. Discuss your observations with your Field Instructor.</td>
</tr>
<tr>
<td>Additional Activities</td>
<td></td>
</tr>
<tr>
<td>Assessment 10.5 Assess client strengths and limitations.</td>
<td>□ Take one micro, mezzo or macro-level client system and assess how the strengths perspective has been used to date with this client system. Present the assessment to your Field Instructor. Submit assessment to Field Liaison.</td>
</tr>
<tr>
<td>Additional Activities</td>
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<tr>
<td>Additional Activities</td>
<td></td>
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<tr>
<td></td>
<td>□ Identify two (2) screening instruments that could be used in assessing the client, for example, PIE, CAGE, Genogram, MMPI, vocational screening tool, etc. Submit names of instruments to Field Liaison.</td>
</tr>
<tr>
<td>Additional Activities</td>
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</tr>
<tr>
<td>Intervention</td>
<td>Additional Activities</td>
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<td>----------------------</td>
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<tr>
<td>10.10 Help clients resolve problems.</td>
<td>□ Take one micro-level client system and explain how one social work intervention you have used with this client system takes into consideration a relevant bio/psycho/social problem. Review the intervention with your Field Instructor. Submit intervention and bio/psycho/social problem to Field Liaison.</td>
</tr>
<tr>
<td></td>
<td>□ Student will review and discuss with field instructor the agency’s standards of care for social work practice.</td>
</tr>
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<td></td>
<td>□ Additional Activities</td>
</tr>
<tr>
<td></td>
<td>□ Additional Activities</td>
</tr>
<tr>
<td>10.11 Negotiate, mediate, and advocate for clients.</td>
<td>□ Observe (2-3) agency staff as they talk with clients about resources that are available to them. Discuss your observations and questions with your Field Instructor.</td>
</tr>
<tr>
<td></td>
<td>□ Additional Activities</td>
</tr>
<tr>
<td></td>
<td>□ Additional Activities</td>
</tr>
<tr>
<td>10.13 Social workers critically analyze and monitor interventions.</td>
<td>□ Identify and critically analyze common measures of evaluations used by agency staff in evaluating a client’s progress (e.g. team meeting, 6-month reviews and case notes). Discuss your findings with your Field Instructor. Submit findings to Field Liaison.</td>
</tr>
<tr>
<td></td>
<td>□ Additional Activities</td>
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<tr>
<td></td>
<td>□ Additional Activities</td>
</tr>
</tbody>
</table>

**SUMMARY OF PLACEMENT**

- Describe the types of assignments you, the student, will be afforded.

- List the staff with whom you are expected to interact and with whom you will be working in order to complete your internship.
• Who is the staff person you will be meeting with for individual supervision? When are these weekly meetings going to be held? Are there other opportunities exist for additional supervision?

• List the types of meetings you are expected to attend. Please note your role at the meeting, (i.e. participant, presenter, observer, minute taker etc.).

• What is your specific schedule at the agency? Please list days of the week and times of the day.

SIGNATURES:

________________________________________________________ __________________________________________
STUDENT DATE

________________________________________________________ __________________________________________
AGENCY FIELD INSTRUCTOR DATE

________________________________________________________ __________________________________________
NYACK COLLEGE FIELD LIAISON DATE
Nyack College
SOCIAL WORK DEPARTMENT
FIELD EDUCATION PROGRAM

STUDENT LEARNING CONTRACT

FOR SOCIAL WORK FIELD INSTRUCTION II/ SPRING SEMESTER

Date: ____________

STUDENT: ________________________________________________

FIELD INSTRUCTOR: ________________________________

AGENCY: ________________________________________________

Identified below are ten broad areas of competency and the essential practice behaviors that must be successfully accomplished and mastered for a student to complete their field instruction. Each semester students are expected to learn the essential practice behaviors listed under the competence areas and choose from the provided set of learning activities and/or develop student learning activities that articulate the accomplishment of practice behaviors. Student learning activities are the substance of the Student’s Learning contract that they complete at the beginning of each semester.

At the conclusion of the semester you will evaluate the student’s performance based on their completion of this learning contract. It is expected that as students develop increasing depth of understanding and ability, the same ten competencies are addressed in both semesters; however, different practice behaviors are identified for each semester. In addition, the Field Instructor and the Nyack’s Faculty Field Liaison may require that students address certain practice behaviors to respond to student deficits.

The Student Learning Contract should be discussed openly with the student. The Student, the Field Instructor and the Faculty Field Liaison should also sign the completed contract. The completed contract should be submitted to the Field Faculty Liaison within one month of starting the semester.

INSTRUCTIONS: Together with your student, please check the “STUDENT LEARNING ACTIVITIES” in each “COMPETENCE” area that articulate how the student will demonstrate the identified “PRACTICE BEHAVIORS” and fulfill the competence for the semester (please check a minimum of one box for each practice behavior). In addition, underneath the provided student
learning activities, you and your student may develop alternative student learning activities that fulfill the identified practice behavior.

**COMPETENCE 1: Identify as a professional social worker and conduct oneself accordingly.**

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Advocate for client access to the services of social work.</td>
<td>□ Discuss programs and services with Field Instructor, staff members and Field Liaison.</td>
</tr>
</tbody>
</table>
| 1.5. Engage in career-long learning. | □ Read at least two journal articles concerning research, or a new development in the area of social work that informs practice within your agency. Submit & review with your Field Instructor and Field Liaison.  
□ Speak with two different staff members and attain their feedback on what they visualize as their role in social work and inquire about how they improve their practice performance. |
| 1.2 Practice personal reflection and self-correction to assure continual professional development. | □ Review your process-recordings from the Fall semester and discuss with Field Instructor your overall progress and identify the ways to improve your performance during the Spring semester. Submit summary of improvements to Field Liaison.  
□ Using the student journal and supervision reflect on professional value conflicts as they arise. Submit reflection to Field Liaison. |

**COMPETENCE 2: Apply social work ethical principles to guide professional practice.**

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
</table>
| 2.3 Tolerate ambiguity in resolving ethical conflicts. | □ Using supervision identify the social worker’s perspective about common ethical dilemmas that occur at your agency.  
□ Identify how your Christian worldview informs your capacity to tolerate ambiguity in resolving ethical conflicts. Submit your assessment to Field Liaison. |
| 2.4 Apply strategies of ethical reasoning to arrive at principled decisions. | □ During routine, one-to-one supervision with your field instructor, review and discuss the ethical decision-making model used by your field instructor and apply to an assigned case.  
□ Select a social work role with a specific client system and discuss ethical decision-making strategies with your Instructor and Field Liaison. |
COMPETENCE 3: Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Take one client system and analyze, compare and integrate the information from different sources (such as literatures, staff, or their experience with a client system) on how best to address the needs presented by this system (cite source materials). Present findings to your Field Instructor. Submit findings to Field Liaison.</td>
</tr>
</tbody>
</table>

COMPETENCE 4: Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Recognize &amp; communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Conduct a needs assessment with an agency client and identify one unmet need that takes into consideration all relevant diversity/cultural issues. Present your assessment to your Field Instructor. Submit your assessment to Field Liaison.</td>
</tr>
<tr>
<td>4.4 View themselves as learners and engage those with whom they work as informants.</td>
<td>Select a micro-level client system and describe how a utilized intervention was tailored to the client’s experience with poverty, powerlessness, and alienation. Discuss the intervention with your Field Instructor. Submit the summary of intervention to Field Liaison.</td>
</tr>
</tbody>
</table>

COMPETENCE 5: Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 Advocate for human rights and social and economic justice.</td>
<td>Select a social work role and describe to your Field Instructor and Field Liaison how it might be enacted in a manner that takes into account a client’s immigrant status, gender, class, race, etc.</td>
</tr>
<tr>
<td></td>
<td>Join NASW or another group that works for social justice. Submit copy of membership to Field Liaison.</td>
</tr>
<tr>
<td></td>
<td>Advocate changing a discriminatory policy at the local, state or federal level. Submit policy and rationale to Field Liaison.</td>
</tr>
<tr>
<td>5.3 Engage in practices that advance social and economic justice.</td>
<td>Write a letter to the Editor of your local newspaper expressing your concern about a local incident of discrimination. Submit letter to Field Liaison.</td>
</tr>
<tr>
<td></td>
<td>Participate in one event aimed at ending discrimination toward one or several groups (e.g. Equality Network event, workshop sponsored by the National Alliance for the Mentally Ill, etc.). Submit a copy of event information to Field Liaison.</td>
</tr>
<tr>
<td></td>
<td>Sign a petition that supports a practice that advances social and economic justice. Submit petition issue to Field Liaison.</td>
</tr>
</tbody>
</table>
### COMPETENCE 6: Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Use research evidence to inform practice.</td>
<td>Review your agency’s protocols for practice standards and compare them with research-based, best practice models. Present your findings to your field instructor. Submit your findings to Field Liaison.</td>
</tr>
<tr>
<td>6.1 Use practice experience to inform scientific inquiry.</td>
<td>Conduct informal or formal interviews with agency social workers to learn about “practice wisdom” (i.e. learning encountered in practice) that supports and drives their social work practice. Present your findings to your Field Instructor or at a staff meeting. Submit your findings to Field Liaison.</td>
</tr>
</tbody>
</table>

### COMPETENCE 7: Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIOR</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td>Select one conceptual framework of human behavior (e.g. Social Learning Theory) and discuss how it can be used to increase the understanding of one specific phenomenon (e.g., child sexual abuse) at the micro-client level. Submit conceptual framework and rational to Field Instructor and Field Liaison.</td>
</tr>
</tbody>
</table>

### COMPETENCE 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2 Collaborate with colleagues and clients for effective policy action.</td>
<td>Organize a group of clients to write letters to their legislator(s) regarding the legislation in question. Submit a letter sample to Field Liaison. Join agency staff in participating in a community coalition related to your agency’s policy issues. Submit policy issue to Field Liaison.</td>
</tr>
<tr>
<td>8.1 Formulate, and advocate for policies that advance social well-being.</td>
<td>Identify organizational and informational web sites that provide social policy information relevant to your agency’s service population, or serve as clearinghouses for legislative issues (both federal and state). Review hem with your field instructor and create a web or hardcopy directory for your agency. Submit directory to Field Liaison. Attend coalition meetings and bring policy updates and information back to your agency and Field Liaison. Track and analyze local news stories relevant to policy issues that affect your clients. Present it at a staff meeting. Submit news stories to Field Liaison.</td>
</tr>
</tbody>
</table>
**COMPETENCE 9: Respond to contexts that shape practice.**

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>Review the agency’s policy manual and identify needed policy changes. Discuss changes with your Field Instructor.</td>
</tr>
<tr>
<td></td>
<td>Identify agencies in the local community that provide resources and services relevant to your agency’s service population. Compile a pocket directory based on your collected information. Review them with your Field Instructor and distribute to agency staff. Submit pocket directory to Field Liaison.</td>
</tr>
<tr>
<td></td>
<td>Conduct research into local faith communities that might be willing to support the work of the agency and upon receiving agency support, contact leaders of at least two faith communities to explore their interest in partnering with the agency and the faith community. Submit the names of local faith leaders to Field Liaison.</td>
</tr>
</tbody>
</table>

**COMPETENCE 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS</th>
<th>STUDENT LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement 10.2 Use empathy and other interpersonal skills</td>
<td>Select a social work role with a micro-level client system and describe to your Field Instructor how you used attentive listening, empathizing, paraphrasing, questioning, assertiveness, supportive confronting, interpreting, informing, summarizing, and focusing.</td>
</tr>
<tr>
<td>Engagement 10.3 Develop a mutually agreed-on focus of work and desired outcomes within the agency’s mandate.</td>
<td>Collaborate with two clients to develop their service plans and review agency mandates. Plan and review with Field Instructor. Submit a sample of one service plan to Field Liaison.</td>
</tr>
<tr>
<td>Assessment 10.4 Collect, organize, and interpret client data.</td>
<td>Using assessment information for one micro, mezzo, macro-level client system, describe the ways in which this system has been affected by oppression and discrimination.</td>
</tr>
<tr>
<td>Assessment 10.7 Select appropriate intervention strategies.</td>
<td>Write a case notes or summary about a micro-level client system which explicitly highlights which the intervention strategies that were utilized &amp; how the interventions were based on the client system’s unique bio/psycho/social characteristics. Submit case note to Field Liaison.</td>
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<td></td>
<td>Identify (2) spiritual assessment toolsסטרategiesthat could be used in assessing the spiritual strengths &amp; assets of the clients you work with in your agency. Conduct (2) spiritual assessments of clients served at your agency. Submit names of assessments and rationale to Field Liaison.</td>
</tr>
</tbody>
</table>
### Intervention

**10.8 Initiate actions to achieve organizational goals.**

- Attend training on the implementation of service plans. Submit a copy of the training information to Field Liaison.
- Collaborate with two clients to implement their service plans. Submit service plan to Field instructor and Field Liaison.

**10.12 Facilitate transitions and endings.**

- Using the student journal and supervision, explore personal responses to the closure of a client’s case. Discuss it with your field instructor. Submit journal to Field Liaison.

**10.13 Evaluate interventions.**

- For each assigned case, identify a target intervention objective and develop a measure for identified targeted objective. Submit identified objectives to Field Liaison.

### SUMMARY OF PLACEMENT

- Describe the types of assignments you, the student, will be afforded.

- List the staff with whom you are expected to interact and with whom you will be working in order to complete your internship.

- Who is the staff person you will be meeting with for individual supervision? When are these weekly meeting going to be held? Are there other opportunities exist for additional supervision?

- List the types of meetings you are expected to attend. Please note your role at the meeting, (i.e. participant, presenter, observer, minute taker etc.).

- What is your specific schedule at the agency? Please list days of the week and times of the day.

---

**STUDENT**

---

**DATE**

---

**AGENCY FIELD INSTRUCTOR**

---

**DATE**

---

**NYACK COLLEGE FIELD LIAISON**

---

**DATE**
Nyack College
SOCIAL WORK DEPARTMENT
FIELD EDUCATION PROGRAM

FIELD PLACEMENT TIME SHEET

Student Name ________________________  Month of ______________________

Field Instructor _____________________  Agency ________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>Time Arrived</th>
<th>Time Left</th>
<th>Total Hours</th>
<th>Cumulative Hours</th>
<th>Field Instructor Signature</th>
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</table>
# FIELD INSTRUCTION SUPERVISION LOG

<table>
<thead>
<tr>
<th>Field Instructor</th>
<th>Student</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Time of Meeting</th>
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</table>

### Review of cases/clients/projects/tasks:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

### Performance:

- **Development of Competencies & Practice Behaviors**

  What specific activities from the Field Learning Agreement were completed?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

- **Strengths (What went well?)**

  ______________________________________________________________________
  ______________________________________________________________________
  ______________________________________________________________________

- **Limitations (What are the areas that require growth and/or improvement?)**

  ______________________________________________________________________
  ______________________________________________________________________
  ______________________________________________________________________
**Plan for Progress**
What steps or actions are needed by the student and/or supervisor in preparation for the next supervision meeting?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Student Comments
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Student Signature __________________________

Field Instructor Comments
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Field Instructor Signature __________________________
Nyack College
SOCIAL WORK
FIELD EDUCATION PROGRAM
FOR SOCIAL WORK FIELD INSTRUCTION I & II/ FALL & SPRING SEMESTER
Field Evaluation

Rating Scale for Evaluation of Field Placement Performance

Name of Intern ________________________________ Date _______________________

Instructions for Rating Interns on the 10 Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are skills that have been identified by the school as desirable for a student in a BSW generalist practice placement. The student learning activities that were assigned through the Learning Contract (See C-I) are the activities that become the basis for assessing the student’s skill development at the beginning & evaluating the student’s skills at the end of the semester. Students are not expected to demonstrate all of the skills, and it is expected that there will be additional behaviors that are more appropriate to the agency and student learning that will be assigned to the student. The completion of this evaluation by the field instructor and the student can serve as a teaching-learning tool. It serves as a basis for assessing the student’s professional growth, performance and level of skill attained.

RATING SCALE FOR EVALUATION

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) NONE</td>
<td>The intern has not met the expectations in this area.</td>
</tr>
<tr>
<td>(2) APPROACHES</td>
<td>The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future</td>
</tr>
<tr>
<td>(3) MEETS</td>
<td>The intern has met the expectations for interns in this area</td>
</tr>
<tr>
<td>(4) ABOVE</td>
<td>The intern is functioning above expectations for interns in this area</td>
</tr>
<tr>
<td>(5) EXCEEDS</td>
<td>The intern has excelled in this area</td>
</tr>
</tbody>
</table>

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor’s rating of these items will be a used to calculate 70% of the grade that is given to the intern. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.

If you prefer to use another evaluation system in addition to this form to evaluate a student’s performance, please discuss this with the faculty supervisor.
### COMPETENCE 1: Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>1.1</th>
<th>Advocates well for client access to the services of social work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Practices personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td>1.3</td>
<td>Attends well to professional roles and boundaries</td>
</tr>
<tr>
<td>1.4a</td>
<td>Demonstrates professional demeanor in behavior</td>
</tr>
<tr>
<td>1.4b</td>
<td>Demonstrates professional demeanor in appearance</td>
</tr>
<tr>
<td>1.4c</td>
<td>Demonstrates professional demeanor in communication</td>
</tr>
<tr>
<td>1.5</td>
<td>Engages in career-long learning</td>
</tr>
<tr>
<td>1.6</td>
<td>Uses supervision and consultation effectively</td>
</tr>
</tbody>
</table>

**Comments:**

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

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### COMPETENCE 2: Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>2.1</th>
<th>Experienced by student during this placement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Level of skill at beginning of learning activity?</td>
</tr>
<tr>
<td>2.3</td>
<td>Level of skill at end of the learning activity?</td>
</tr>
</tbody>
</table>

(1) None  
(2) Approaches  
(3) Meets  
(4) Above  
(5) Exceeds
<table>
<thead>
<tr>
<th>2.1</th>
<th>Recognizes and manages personal values in a way that allows Professional values to guide practice (e.g., on such issues as Abortion and gay rights)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Makes ethical decisions by applying the value base of the profession</td>
</tr>
<tr>
<td>2.3</td>
<td>Tolerates well ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>2.4</td>
<td>Is able to apply strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
</tbody>
</table>

Comments:_____________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

<table>
<thead>
<tr>
<th>COMPETENCE 3: Apply critical thinking to inform and communicate professional judgments.</th>
<th>Experienced by student during this placement?</th>
<th>Level of skill at beginning of learning activity?</th>
<th>Level of skill at end of the learning activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes or No</td>
<td>(1) None</td>
<td>(1) None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Approaches</td>
<td>(2) Approaches</td>
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<td></td>
<td></td>
<td>(3) Meets</td>
<td>(3) Meets</td>
</tr>
<tr>
<td>3.1</td>
<td>Is skilled at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom</td>
<td>(4) Above</td>
<td>(4) Above</td>
</tr>
<tr>
<td>3.2</td>
<td>Is skilled at analyzing models of assessment, prevention, intervention, and evaluation</td>
<td>(5) Exceeds</td>
<td>(5) Exceeds</td>
</tr>
<tr>
<td>3.3a</td>
<td>Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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</tr>
<tr>
<td>3.3b</td>
<td>Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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</tbody>
</table>

Comments:_____________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________
<table>
<thead>
<tr>
<th>COMPETENCE 4: Engage diversity and difference in practice and integrate a sound social work perspective.</th>
<th>Experienced by student during this placement?</th>
<th>Level of skill at beginning of learning activity?</th>
<th>Level of skill at end of the learning activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes or No</td>
<td>(1) None</td>
<td>(2) Approaches</td>
<td>(5) Exceeds</td>
</tr>
<tr>
<td>4.1 Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
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</tr>
<tr>
<td>4.2 Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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<tr>
<td>4.3 Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences</td>
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<tr>
<td>4.4 Views herself or himself as a learner and engages those he or she works with as informants</td>
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</tbody>
</table>

Comments:_____________________________________________________________________________
______________________________________________________________________________________
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<table>
<thead>
<tr>
<th>COMPETENCE 5: Advance human rights and social and economic justice.</th>
<th>Experienced by student during this placement?</th>
<th>Level of skill at beginning of learning activity?</th>
<th>Level of skill at end of the learning activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes or No</td>
<td>(1) None</td>
<td>(2) Approaches</td>
<td>(5) Exceeds</td>
</tr>
<tr>
<td>5.1 Can identify and articulate the forms and mechanisms of oppression and discrimination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Is skilled at advocating for human rights and social and economic justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Is skilled at engaging in practices that advance social and economic justice</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
<table>
<thead>
<tr>
<th>COMPETENCE 6: Engage in research-informed practice and practice-informed research.</th>
<th>Experienced by student during this placement?</th>
<th>Level of skill at beginning of learning activity?</th>
<th>Level of skill at end of the learning activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes or No</td>
<td>(1) None</td>
<td>(1) None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Approaches</td>
<td>(2) Approaches</td>
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<td>(3) Meets</td>
<td>(3) Meets</td>
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<td>(4) Above</td>
<td>(4) Above</td>
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<tr>
<td></td>
<td></td>
<td>(5) Exceeds</td>
<td>(5) Exceeds</td>
</tr>
<tr>
<td>6.1</td>
<td>Is skilled at using practice experience to inform research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Is skilled at using research findings to improve practice, policy, and social service delivery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

<table>
<thead>
<tr>
<th>COMPETENCE 7: Apply knowledge of human behavior and the social environment.</th>
<th>Experienced by student during this placement?</th>
<th>Level of skill at beginning of learning activity?</th>
<th>Level of skill at end of the learning activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes or No</td>
<td>(1) None</td>
<td>(1) None</td>
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<tr>
<td></td>
<td></td>
<td>(2) Approaches</td>
<td>(2) Approaches</td>
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<td></td>
<td></td>
<td>(3) Meets</td>
<td>(3) Meets</td>
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<td></td>
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<td>(4) Above</td>
<td>(4) Above</td>
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<tr>
<td></td>
<td></td>
<td>(5) Exceeds</td>
<td>(5) Exceeds</td>
</tr>
<tr>
<td>7.1</td>
<td>Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, &amp; evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:_____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
### COMPETENCE 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th></th>
<th>Experienced by student during this placement?</th>
<th>Level of skill at beginning of learning activity?</th>
<th>Level of skill at end of the learning activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes or No</td>
<td>(1) None</td>
<td>(1) None</td>
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<tr>
<td></td>
<td></td>
<td>(2) Approaches</td>
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<td>(3) Meets</td>
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<td>(4) Above</td>
<td>(4) Above</td>
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<td></td>
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<td>(5) Exceeds</td>
<td>(5) Exceeds</td>
</tr>
<tr>
<td>8.1</td>
<td>Is skilled at analyzing, formulating, &amp; advocating for policies that advance social well-being</td>
<td></td>
<td></td>
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<tr>
<td>8.2</td>
<td>Is skilled at collaborating with colleagues and clients for effective policy action</td>
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</tr>
</tbody>
</table>

**Comments:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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### COMPETENCE 9: Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th></th>
<th>Experienced by student during this placement?</th>
<th>Level of skill at beginning of assignment</th>
<th>Level of skill at end of the assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes or No</td>
<td>(1) None</td>
<td>(1) None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Approaches</td>
<td>(2) Approaches</td>
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<td>(3) Meets</td>
<td>(3) Meets</td>
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<td>(4) Above</td>
<td>(4) Above</td>
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<tr>
<td></td>
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<td>(5) Advanced</td>
<td>(5) Advanced</td>
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<tr>
<td>9.1</td>
<td>Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2</td>
<td>Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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115
<table>
<thead>
<tr>
<th>COMPETENCE 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience by student during this placement?</strong></td>
</tr>
<tr>
<td><strong>Level of skill at beginning of learning activity?</strong></td>
</tr>
<tr>
<td><strong>Level of skill at end of the learning activity?</strong></td>
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<tr>
<td>Yes or No</td>
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</tbody>
</table>

Comments:________________________________________________________________________
Overall Fall Semester Evaluation:

Please check one of the following at the midterm evaluation. At the final evaluation do **NOT** complete this section.

☐ This intern is excelling in field placement by performing above expectations for interns.
☐ This intern is meeting the expectations of a field placement intern.
☐ This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
☐ This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

**Recommended Grade for Field Instruction**

*(please assign student a grade of: A, B, or No Credit)*

Comments/elaboration:

Signature of Agency Field Instructor ________________________________

Agency ________________________________ Date __________

Nyack Field Liaison ________________________________ Date __________

*The following section should be completed by the intern:*

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

☐ I agree with the evaluation
☐ I do not agree with evaluation

Intern’s Signature ________________________________ Date __________

☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.
**SPRING SEMESTER EVALUATION:**

Please check one of the following at the final evaluation. At the midterm evaluation do **NOT** complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

**Recommended Grade for Field Instruction** ______

*(please assign student a grade of: A, B, or No Credit)*

**Comments/elaboration:**


<table>
<thead>
<tr>
<th>Signature of Agency Field Instructor</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Agency</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Nyack Field Liaison</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

*The following section should be completed by the intern:*

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<table>
<thead>
<tr>
<th>I agree with the evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not agree with evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intern’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.
Form E-3

Nyack College
SOCIAL WORK DEPARTMENT
FIELD EDUCATION PROGRAM

STUDENT EVALUATION

<table>
<thead>
<tr>
<th>Date of Report:</th>
<th>* Please submit at the end of the Spring semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Student:</td>
<td></td>
</tr>
<tr>
<td>Name of Agency:</td>
<td></td>
</tr>
<tr>
<td>Name of Field Instructor:</td>
<td></td>
</tr>
<tr>
<td>Date of Placement:</td>
<td>No. of hours per week:</td>
</tr>
<tr>
<td>Total No of hours this semester:</td>
<td></td>
</tr>
</tbody>
</table>

Please check the appropriate box concerning your field education experience, especially as it relates to your field supervisors:

Code: 4 = excellent
3 = good
2 = fair
1 = poor

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dedication to professional social work ethics.</td>
<td></td>
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</tr>
<tr>
<td>2. Provision of weekly teaching conferences.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Availability for help in emergencies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Dissemination of knowledge of ongoing agency policy,</td>
<td></td>
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</tr>
</tbody>
</table>

7. Sharing of practice experience. □ □ □ □ □ □

8. Appropriate assignments. □ □ □ □ □ □

<table>
<thead>
<tr>
<th>Please provide specific comments in areas where supervisor’s rating is a 1 or 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>How has your experience in the agency benefited you?</td>
</tr>
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<tr>
<td>What did you find lacking in your learning experience?</td>
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<tr>
<td>Other comments:</td>
</tr>
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<tr>
<td>Recommendation:</td>
</tr>
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</tbody>
</table>

**Signature of Student**  **Date**
Nyack College
SOCIAL WORK DEPARTMENT
FIELD EDUCATION PROGRAM

FIELD INSTRUCTOR’S EVALUATION OF FIELD LIAISON

Field Instructor’s Name: _____________________________________

Name of your Liaison: _________________________________________

A. The role of the liaison is clear:  Yes____ No____

B. I had contact with my liaison this past semester:  Yes____ No____
   _______By phone/e-mail _______by site visit _______by off-site visit

C. If you needed assistance, did you invite/contact the liaison?  Yes____ No____
   If not, please explain why you did not initiate contact:

D. Field liaisons are signed the following functions: please indicate an evaluation of how your liaison carried out these functions.

Scale of evaluations of liaison functions:

General Functions:
   _______a. To evaluate range and quality of learning experiences and learning environment.
   _______b. To provide information, support and consultation for field instructor.
   _______c. To help field instructor develop their teaching skills.
   _______d. To assist in problem solving in all aspects of filed placement.

Specific Functions:
   _______a. To establish a communication link between the Nyack BSW Program and agency.
   _______b. To make site visits.
   _______c. To meet agency supervisor or agency field placement coordinator.
   _______d. To meet with field instructor(s) and student(s), together or separately, or both.
   _______e. To discuss student performance.
   _______f. To participate in trouble shooting.
   _______g. To share liaison report forms and evaluation of agency with agency and/or field instructor.

Comments:

Agency Field Instructor’s Signature________________________________ Date _____________