



Baccalaureate of Social Work  
Field Education Manual  
2019

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Dear Social Work Student,

Welcome to field education! Field education is the practical, hands-on experience of your social work education. In your field placements, you will learn how to apply the knowledge, use the skills, and express the values of the social work profession with actual clients and client systems. To achieve this level of competence, you will spend two days each week in an agency and be supervised by a graduate-prepared social worker who has had special training to mentor social work students. As a result of your fieldwork experience, you will be able to demonstrate that you have the ability to practice social work at the baccalaureate level because you have achieved the nine competencies that the Council on Social Work Education (CSWE) has determined to be essential for professional social work practice with individuals, families, groups, organizations, and communities.

The Social Work Program at the College of Saint Elizabeth is committed to your success. As part of this commitment, we have in place several people to support your learning. When you are interning at an agency, you will be supervised by a Field Instructor, who is an agency-employed social worker. This social worker collaborates with the social work faculty member who serves as the Director of Field Education. Together, these individuals will review your work and monitor your progress so that you can demonstrate that you have the knowledge, skills, values, and critical thinking necessary for earning a Bachelor's in Social Work degree. As a practical matter, the Director of Field Education will make every effort to match your vision for your professional social work education and your areas of interest with our field education opportunities.

Please read this manual and become familiar with Field Education. It is important to understand your role and learning expectations for your field work. Having this understanding will help you to succeed as a professional social worker in training.

We welcome you and look forward to working with you.

Bianca Channer, LCSW, DSW  
Director of Field Education

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## **The College of Saint Elizabeth Social Work Program Mission and Goals**

The mission of the Social Work program at the College of Saint Elizabeth is to provide undergraduate students with a strong foundation in the liberal arts and an understanding of the knowledge, values and skills necessary for generalist practice with individuals, families, groups, organizations, and communities.

The goals of the College of Saint Elizabeth's baccalaureate social work program are:

1. Provide experiences to strengthen students' ability to think critically, use logical reasoning, and consider multiple perspectives to problem solve consistent with what is required for generalist social work practice.
2. Use ethical reasoning, informed by the NASW Code of Ethics, to make decisions affecting clients and client systems.
3. Communicate effectively both orally and in writing across various modalities (e.g. in-person, via mediated technology such as Skype, email and narrative recordings).
4. Equip students with the knowledge, values, and skills to engage in generalist social work practice with diverse groups of people, with emphasis on the strengths-based perspective.
5. Prepare students to address systemic injustice by evaluating research evidence and using research-informed practice and self-reflection so they can discern effective ways to advocate at the micro, mezzo, and macro levels.
6. Encourage students to evaluate their practice by using appropriate research methods and self-reflection so they can recognize areas where they should pursue further professional development.

## **Social Work Program Advisory Committee**

The Committee, approved by the Dean, led by the BSW program directors and consisting of agency and community social work representatives serves as an important link between the professional community and the College. The purpose of this committee is to advise the school regarding the needs of the agencies and community, to discuss the pedagogical outcomes of field education, and to share other information. The Committee meets periodically during the academic year.

## **Social Work Competencies:**

### *Competency 1: Demonstrate Ethical and Professional Behavior*

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

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

### *Competency 2: Engage Diversity and Difference in Practice*

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

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

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

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

Social workers: • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.

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

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

Social workers: • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; • use and translate research evidence to inform and improve practice, policy, and service delivery.

*Competency 5: Engage in Policy Practice*

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and

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

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

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

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

Social workers: • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; • and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and

constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

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

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

Social workers: • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

Social workers: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Generalist Social Work Practice:**

Generalist Practice is defined as practice with diverse individuals, families, groups, organizations, and communities. Generalist social work practice:

- Is grounded in liberal arts and person-in-environment framework
- Uses scientific inquiry, ethical principles and critical thinking in practice at the micro, mezzo, and macro levels
- Engages diversity in practice and advocates for human rights and social and economic justice
- Recognizes and builds upon the strengths and resiliency of all human beings

### **Field Education Rationale:**

Field education is the opportunity for the student to operationalize the required practice behaviors as defined by CSWE (Council on Social Work Education). The 2015 Educational and Policy Accreditation Standards of CSWE, Educational Policy 2.2, states that “Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline -- to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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 Social Work Competencies. Field education may integrate forms of technology as a component of the program.”

In keeping with the Mission of the College of Saint Elizabeth Social Work program, the field education component of the curriculum aims to provide students with opportunities to gain practice skills in generalist social work. Field Education is the learning site through which students gain firsthand experience with evidence-based practice and begin to learn practice wisdom. Field education also provides students with opportunities to gain experience working with diverse social, economic, and ethnic populations in a variety of public and private organizations. The field placement is the environment in which to learn and integrate the profession’s role in focusing on both

social/economic justice and the dignity and worth of the person. A variety of field placements are available representing the range of social work practice.

## **Objectives of Field Education**

The objectives of Field Education are to educate students who will be able to:

1. Apply intervention skills of a generalist problem-solving approach to work with individuals, families, groups, organizations, and communities in a variety of settings.
2. Develop communication skills including accepting feedback, asking for direction, and clarifying misunderstandings so that you can best learn from your supervisor.
3. Learn how to use theory to improve your interactions with clients and client systems.
4. Use collaborative and advocacy skills to address client and community needs, and to demonstrate an understanding of the ways in which social policies, institutions, and forces (such as discrimination and oppression) contribute to presenting problems of diverse clients and communities.
5. Develop skills to assess and communicate client and service needs.
6. Demonstrate an understanding of, and commitment to, the values and ethics of the social work profession to provide culturally appropriate services that demonstrate competence, professional self-awareness, integrity, and respect.
7. Develop practice skills through the application of research knowledge, critical thinking, and problem-solving.
8. Develop professional interpersonal skills that reflect a conscious use of self, including openness to constructive criticism and a capacity for self-critique.
9. Develop an appreciation for the ongoing nature of social work education and instruction that can be realized through post-graduation professional development.

**Admission to Field:**

The BSW program has specific criteria for field education: Students must be fully matriculated in the major and be in good academic standing. Students must have read and signed off on the Professional Behavior Required for Admission to Field Placement form. All students must complete a Field Placement Planning Form and meet with the Director of Field Education prior to starting their field placement interviews.

Students demonstrate readiness for field practicum experience based on:

- 1) Maintaining at least a C in all courses required for the major in keeping with College policy
- 2) Consistently demonstrating professional behavior in the classroom by meeting the requirements specified in the Professional Behavior Required for Admission to Field Placement contract.
- 3) Completing the Field Placement Planning Form and interviewing with the Director of Field Education.
- 4) Attending the Field Preparation Workshop where students will learn about all fieldwork requirements, including the schedule for field placement and course work for their senior year.
- 5) Earning a P (Pass/Fail) for both semesters of Field Seminar

**Policies and Procedures for Evaluating Students' Professional Performance:**

While in field placements, students are expected to demonstrate professional behaviors. The Social Work program affirms the College's policies regarding professional performance. While in field placements, students are expected to demonstrate professional behavior by arriving on time and by using computers and other technology only for agency purposes, and in accordance with agency norms. These norms are reviewed in the Field Preparation Workshop which all students take prior to entering the field and are components of the student's Field Evaluations. In the biweekly field seminar, these professional behaviors are reviewed and reinforced. Students must submit monthly timesheets. Before submitting timesheets to the Director of Field Education, students must have them reviewed by their Field Instructor. If there are any questions about students' monthly timesheets, the Director of Field Education will immediately schedule a meeting with the student and Field Instructor.

In the biweekly field seminar, students are reminded that they are expected to arrive on time to field, and if they are running late, this must be communicated directly to their Field Instructors. Field Instructors are asked to contact the Director of Field if a student

is continually late or misses a week of field. If a student demonstrates a pattern of being late (3 or more late arrivals), the student must meet directly with both the Field Instructor and Director of Field Education to discuss time management. If students are unable to attend field for a valid reason, they must communicate this directly to their Field Instructor via phone and/or email with a proposed plan for making up the hours. If students are going to miss more than 2 days, the Director of Field Education, as well as the Field Instructor, must be notified via email by the student. The student must also have a plan for making up the hours. During agency visits, the Director of Field Education will check in with both students and Field Instructors about adherence to these professional behaviors. An immediate plan to address any concerns will be developed and signed off on by all parties at the agency visit.

Field Instructors are encouraged to report any misuse of agency technology and resources, as well as unprofessional appearance, to the Director of Field Education. First time, students will receive a written warning via email from the Director of Field Education. If there is a subsequent report of improper use of agency resources or unprofessional appearance, students will have an immediate meeting with the Director of Field Education. In this meeting students will be reminded that improper use of agency resources is grounds for dismissal from field.

If a social work faculty or agency staff observes any behavior indicating lack of self-regulation, the faculty member or agency staff will discuss the situation immediately with the student. As appropriate, the faculty member/agency staff will encourage the student to reflect on how they can avoid repeating this behavior and suggest using appropriate self-care. Subsequent offenses will result in formal warnings via email that outline consequences for a repeated offense that are consistent with the College's expectations for behavior. Additionally, the Social Work faculty member leading the biweekly field seminar re-enforces professional performance expectations throughout the semester.

Students who want to challenge faculty sanction of their professional performance may use the "Non-Academic Grade Appeal" provided below.

## **COLLEGE POLICY TO GRIEVE A SANCTION REGARDING PROFESSIONAL BEHAVIOR**

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### Academic Non-Grade Appeal Process for Students

Undergraduate and Graduate students have the right to appeal for cause any decision affecting their progress toward their degrees.

- Students dissatisfied with academic programmatic decisions have 30

calendar days following the disclosure of those decisions within which to file a complaint. Undergraduate students need to file their complaints with the relevant Program Chair. Graduate students need to file their complaints with their Graduate Program Director.

- If the matter remains unresolved after meeting with the Program Chair, students should then proceed to the appropriate Dean. . .
- If there is still no resolution after a meeting with the Dean, the student may file an appeal utilizing the Academic Non-Grade Appeal Form with the Vice President of Academic Affairs (VPAA) within 7 calendar days of that meeting.
- The VPAA will review all documents deemed necessary and schedule a meeting with all parties in a timely fashion, typically within 30 calendar days of the receipt of the written appeal. The student may attend the meeting and present her/his case directly if she/he chooses to do so. No legal counsel for any party will attend the meeting.
- The VPAA will then communicate his/her decision, along with its rationale, in writing to the student in a timely manner, typically within 30 calendar days of the meeting. If the student's appeal is denied, there will be no further avenue of appeal available to the student. All documentation of the appeal process will be kept in file in the office of the VPAA.
- In any case where a decision or action by the VPAA is the subject of the appeal, the Vice President for Student Life will substitute for the VPAA in the appeal process described above.

### **COLLEGE POLICIES FOR EVALUATING PROFESSIONAL PERFORMANCE**

The College of Saint Elizabeth will not tolerate actions that are inconsistent with its mission. Sanctions shall be enforced when conduct adversely affects the College's educational objectives or disrupts the civil environment we enjoy. The following is a list that includes, but is not limited to, actions that will not be tolerated and will be subject to campus judicial processes:

- Actual or threatened physical assault or injury to persons.
- Actual or threatened sexual assault.
- Harassment and/or intimidation. Engaging in conduct which threatens to cause physical harm to persons or damage to property; making unwanted sexual advances or requesting sexual favors. This also includes harassment or intimidation of persons involved in a College disciplinary situation and of persons in authority who are in the process of discharging their responsibilities.

- Disorderly conduct. Conduct causing inconvenience and/or annoyance to another which includes any action which can reasonably be expected to disturb the academic pursuits or to interfere with or infringe upon the privacy rights, privileges, health, or safety of members of the College community.
- Failure to comply with the directives of College employees, including the actions listed here and any other regulations that may be adopted.
- Interference or failure or refusal to cooperate with an internal campus investigation.
- Possessing or exhibiting false identification with the intent to deceive.
- Manufacturing, distributing, selling, using, offering for sale, or possessing drugs or narcotics, or drug paraphernalia.
  - Behavior or activity which endangers the safety of oneself or others. This includes, but is not limited to, destructive behavior by individuals and/or groups; self-destructive behavior; arson; and use of candles or incense.
  - Possession and/or use of firearms, fireworks, dangerous weapons, explosives, or hazardous chemicals.
- Damage to property. Damage, destruction, or defacement of College property, including property of any person, as a result of deliberate action or as a result of reckless or imprudent behavior.
- Cyber Harassment. No student shall engage in unsolicited or persistent misbehavior through text messages, electronic mail, instant messages, Internet, chat rooms, or electronic devices.
- Theft of property. This includes, but is not limited to, theft of College property, possession of stolen property, or personal unreported knowledge of stolen property.
- Misuse of College ID/Access Card or failure to present the College ID Card to any campus official when requested.
- Misuse of telephone. No student shall make or assist in making unauthorized or annoying telephone calls or otherwise misuse or abuse telephone equipment.
- False reporting of emergency. The false reporting of fire, bomb, medical emergency, or any other emergency by means of activating a fire alarm or in any other manner.
- Tampering with fire and/or safety equipment, including elevators, elevator phones, smoke detectors, and sprinkler systems.
- Violation of any College policy.

- Unauthorized use or possession of keys. No one may use or possess a College key other than the one assigned. No student is allowed, under any condition, to have a College key duplicated.
  - Failure to properly register as a sex offender.
  - Any act that would constitute violation of federal or state law or municipal ordinance.
- Judicial Process

## **FIELD POLICIES AND PROCEDURES**

Field placements begin in the fall semester and continue through the spring semester of the academic year for students in their senior year. Placements cannot begin in mid-year or in the summer. Field Seminar I and II, coincide with the field placement. Students in field must always take the required co-requisite field seminar course for the semester they are in field. If the student fails either the field placement or the field seminar, both must be repeated. Students complete the Field Placement Planning Form in the middle of their junior year spring semester. By completing this form, you are indicating your experiences and interests and this allows the Director to begin the matching process. In order to be placed in an agency, students must be in good academic standing at the end of the junior year and have signed the Professional Behaviors Required for Admission to Field. At the end of the junior year, students will meet with the Director of Field Education to review potential placement options. All disability accommodation plans that involve field education must be developed by the College's Office of Accessibility Services in coordination with the Director of Field Education. Such plans should be developed prior to the start of field education whenever possible.

Students are required to complete 15 hours a week in their field placements. This includes one hour of weekly clinical supervision. Students are required to submit one journal recording weekly while in their field placements. Journals should reflect work on all practice levels and students are required to complete a journal on work with individuals, families, groups, organizations and communities. Prior to starting field in the fall of the senior year, students must attend a mandatory Field Preparation Workshop. This workshop reviews all field policies, hours, required documents, and the NASW code of ethics and values.

Any student whose hours fall below these requirements must make up the hours within the semester. The Field Instructor and the Director of Field Education will discuss and create a performance development plan with the student. If the hours are not completed by the end of the semester (last day of examinations per the College's academic calendar), a grade of F (Fail) will be issued. In the event of extenuating circumstances, such as extended illness, the student may receive a TF (temporary failure) for the course. All requests for a TF grade must be accompanied by a Performance Development Plan which includes the date by which the field hours and assignments will be completed and is submitted to the Director of Field Education for approval. If the hours are not finished within six weeks prior to the end of the semester, the TF will be changed to an F grade and the student will be dismissed from the program.

## **Placing and Monitoring Students in Field:**

The assignment of a student to an agency setting for field placement is an educational decision made by the Director of Field Education. Students are asked to contribute information about their experience and interests on the Field Placement Planning Form. When possible, prior work experience, geographical location, and students' interests are considered when making a match with an agency. When students meet in-person with the Director of Field Education to begin the planning process, they are encouraged to keep an open mind about options for their field placements and to learn all they can from their assignments. By expecting students to have a willingness to consider various sites, the Director of Field Education can provide field placements where students can develop all of the nine competencies that CSWE requires.

The College of Saint Elizabeth seeks agencies with experienced social workers who are qualified as Field Instructors, have adequate time to supervise a student, and are committed to teaching the competencies and practice behaviors outlined in the Student Learning Agreement.

Field Instructors must have either a BSW or an MSW from a CSWE-accredited program and two years post graduate experience. If the agency supervisor does not have the requisite degree and years of experience, the agency supervisor will serve as a Task Supervisor and the College will provide a faculty or Off-Site Field Instructor. The Task Supervisor oversees the student's day-to-day learning experiences and collaborates with the Field Instructor in supporting student learning. The Task Supervisor provides constructive feedback to the student on specific assignments and information on agency operations and participates in all meetings and evaluations regarding the placement. The faculty or Off-Site Field Instructor will meet weekly with the student for individual or group supervision to review the Student Learning Agreement and journals, as well as meet with the student and Task Supervisor (when required) to monitor progress. Additionally, program faculty or Off-Site Field Instructor will monitor the student in developing competence in practice behaviors; ensure integration of classroom concepts and learning with practice experience; and complete the student's evaluation. These policies for monitoring students reflect the social work competencies of demonstrating ethical and professional behavior and engaging in practice-informed research and research-informed practice.

The Field Instructor cannot be a current or former supervisor of the student. This criterion ensures that students learn from diverse perspectives and approaches in the field. If this Field Instructor has not supervised a social work student, it is necessary that she or he participate in the Social Work program's orientation and training meeting prior

to the end of the semester. The Field Instructor must have the capacity to teach knowledge and skills to students along with a sensitivity to the student's contributions and needs in the field learning process, as this is of utmost importance in monitoring students. The Field Instructors must be committed to supporting students to use a strengths-based perspective and provide opportunities for using the Evidence-Based Practice model reflecting the social work competency of engaging in practice-informed research and research-informed practice.

To be eligible for a field placement, students must have a minimum GPA of 2.0 in the major and have continually demonstrated professional behaviors outlined in the Professional Behavior Required for Admission to Field Placement. Students must be actively engaged in the placement process including interviewing prospective Field Instructors. The Social Work program will provide each student with up to three options for a field placement, and the student is responsible for scheduling a meeting with each prospective Field Instructor (and Task Supervisor if necessary), and working with the Director of Field Education to take the necessary steps to confirm the arrangements for the field placement. Having students be actively engaged and contributing to placement process demonstrates student engagement in the learning process and the social work competencies of engaging and assessing individuals, families, groups, organizations and communities.

#### Procedures for Placing Students:

1. After students are formally accepted into the major during the second semester of their sophomore year, the program faculty discuss academic and professional performance requirements. The "Professional Behavior Required for Admission to Field Placement" is signed by both the student and the faculty at this meeting.
2. Prior to March 15<sup>th</sup> in the junior year, students complete a Field Planning Form to identify practice focus and geographic location preferences. The Director of Field Education meets with each student in the second semester of junior year to discuss field placement options.
3. After meeting with the student, the Director of Field Education begins the matching process with field placement agencies.
4. The Director of Field Education will contact the student with three potential placements and discuss these with the student. Students should not contact agencies directly or attempt to make arrangements without the approval of the Director of Field Education.

5. When an initial assignment is made, the student is given the contact information for the agency and arranges an interview at the potential field site. It is the responsibility of the student to familiarize herself or himself with the agency before the interview.
6. If the interview goes well and the Field Instructor approves, a match is made.
7. After a match is made, the Field Placement Agreement Form is then signed by the agency and the student and returned to the Director of Field Education.
8. Once assigned to an agency site, the student is expected to make arrangements for field hours in cooperation with the field agency.

#### Policies for Monitoring Students:

1. In mid-August, field information orientation packets are made available to each Field Instructor. Orientation packets include the field calendar, Student Learning Agreement, evaluation information, and information on how to access the online portal that contains all field documents. In addition to providing access to the online materials, a hard copy of the Field Manual will be provided to each Field Instructor. .
2. The Director of Field Education will monitor each student's field work by reviewing the following documents completed by the student: Monthly timesheets, weekly process recordings or journals, and semester Student Learning Agreement and evaluation. The Student Learning Agreements and evaluations are designed to measure student's application of the core competencies.
3. As stated in the Policy section above, students must earn a Good or better in all the practice behaviors aligned with the core competencies on their fall and spring evaluations in order to complete field successfully. The evaluations are completed by the Field Instructor and reviewed with the student and then submitted for the Director of Field Education to review. In addition to formal evaluations, students are monitored during site visits. The Director of Field Education will conduct site visits with each student at least once a semester. These site visits are to ensure that the student is matched appropriately, has appropriate learning opportunities, is meeting practice goals and competencies, and is on track for completing hours and field work assignments. Additionally, at

these site meetings, and at the end of each placement, students will be asked to evaluate both the field setting and the Field Instructor using the Field Experience Assessment (provided below). This information will be used to assess the appropriateness of the site in meeting student learning needs.

### **Identification of Student Status**

It is the policy of the College and a professional ethical principle that students identify themselves as students or interns in their work with clients and agency representatives.

### **Field Placement Schedules and Hours:**

Students in Field Practicum complete 15 hours per week. The student is responsible for being available to complete the field practicum, Monday through Friday, during extended business hours. To ensure that students are exposed to a full educational experience and training, field hours are completed Monday through Friday during the business day and/or early evening (9am - 9pm). Some placements may offer occasional weekend and evening hours, but this option is not guaranteed, and students should not anticipate that this option will be available.

- Students do not end their field placement when the minimum number of hours are completed, but remain in placement until the formal end of the field work term, the last day of the semester (Refer to yearly field work calendar). Students must make up any time falling below the requirement because of holidays, illness, or emergencies.
- Students cannot “bank” field hours by working additional hours one week or month to shorten future hours.
- Student schedules are organized within agency hours. Sometimes students may be asked to work some evening and/or weekend hours. After establishing the field course schedule, students are expected to adhere to the arrangement. Any changes in the schedule require consent from the Field Instructor.
- Occasionally, students may need to accommodate the agency and participate in events that are not during their usually scheduled field hours; however, these events are not to conflict with the students’ other classes.
- Students are to record the total number of hours in their field course each day and then have their Field Instructor certify their attendance by signature weekly. At the end of each month, students are to submit their attendance sheet to the Director of Field Education.

## **Successful Completion of Field Work**

Field Instructors will submit fall semester grades by the end of November; spring semester grades are due by the end of April to the Director of Field Education. To have a passing grade the student must have completed the following:

- 15 hours per week for 15 weeks during the fall semester and 15 hours per week for 15 weeks during the spring semester. The total number of hours for both semesters is 450.
- 30 journals during the semester
- Student Learning Contract for both fall and spring semester
- A satisfactory evaluations from Field Instructor in fall and spring semesters
- Attendance at the Field Preparation Workshop
- Received a passing grade in Field Seminar I and Field Seminar II

## **Grading for Field:**

Field instruction courses are graded Pass/Fail. Student's field grade is based on completion of required hours detailed on monthly timesheets, journal recordings completed and submitted weekly, and receiving a passing grade on the Field Evaluation completed at the end of the semester.

## **Field Supervision**

All students must receive at least one hour of supervision per week with the designated Field Instructor on a planned basis and without interruption. Both the student and Field Instructor should fully prepare for supervisory meetings. Field Instructors should receive journal recordings in a timely fashion in order to read them prior to supervision. Students and Field Instructors should prepare an agenda or topics to discuss for the weekly meeting. The dated agendas should be retained as documents and become part of the student's field portfolio.

## **Requesting a Change of Placement**

A field placement can be changed only with the approval of the Director of Field Education. Student preference for another setting or another location is not an adequate reason for changing a placement. Students who desire a change must contact their Field Instructor to discuss the situation and then make a formal request to the Director

of Field Education. If it is agreed that the educational environment is not appropriate for the student the Field Instructor may recommend to the Director of Field Education that the placement be terminated and the student be reassigned.

### **Field Placement Disruption**

Field placement is an integral component of social work education, and a disruption for any reason may interfere with a student's professional development and her or his timely completion of the program and eventual graduation. Therefore, it is essential that if a field placement is at risk of disruption for any reason including, but not limited to, the student's dismissal, harassment of any kind, and/or unethical behavior on the part of the agency staff or student, the student must immediately contact the Director of Field Education to set up a meeting to discuss and resolve the problems. In the event of a Field Instructor dismissal, the Director of Field Education should be notified preceding the action, if possible, or immediately upon its occurrence. The decision as to whether or not students continue at the agency during a strike rests with the College's administration, not with the agency. The College has as its objective the protection of the student's educational experience and makes a decision based on this principle.

If students are assigned home visits or visits to outside community agencies or partners, the field placement agency is expected to take appropriate measures to ensure the safety of students.

### **Termination of Field Placement**

If an agency wishes to terminate a student from field placement, the Field Instructor must explain the reasons to the student, and the Director of Field Education should be notified before termination takes place. An evaluation or narrative summary of the student's experiences and performance is completed by the Field Instructor and the student, and becomes part of the student's file.

When students are assigned field placements, they are committing themselves to that agency and its clients for the duration of the academic year. Very rarely, problems will arise in field that may lead to a student being reassigned. However, if students are experiencing problems in field, they must follow proper procedure; namely, to discuss their difficulties with their Field Instructor. Only the Director of Field Education can authorize a premature termination of field placement. Students who terminate their field placements without prior authorization from the Field Education Department may fail their field placement and could be dismissed from the program.

## **Student Safety in Field Placements**

The College takes student safety very seriously and works to ensure physical and emotional safety. Each student completes the College's internship paperwork that includes an assumption of risk and liability. The Director of Field Education consistently discusses physical and emotional safety issues and precautions prior to and during the field placement. The Director of Field Education provides a field preparation workshop that contains a section on student safety (an overview of PowerPoint slides provided below).

The program expects that at the beginning of their field placements, students will receive orientation. This orientation must include a discussion about maintaining personal safety. Agency safety training must include information about precautions related to fire and building safety, infection control, and completing an incident report. Agency training should also include guidance on home-based services (if applicable), agency's theoretical approach as well as best practices for working with agitated or violent clients/consumers. This ensures that students are prepared to demonstrate the social work competency of engaging diversity and difference in practice as well as assessing and intervening with individuals, families, groups, organizations, and communities.

Students who do not receive safety orientation and training at their placement site should take the initiative to inquire about an orientation with the Field Instructor. If students have to initiate discussions on these topics, they have an additional opportunity to demonstrate ethical and professional behavior.

In the event that a student is involved in an on-site incident that is a risk to his/her own security, the student must immediately contact the Field Instructor and follow agency policies and procedures. The program will remove a student from field placements that pose a serious safety risk or unsafe working conditions.

During the pre-placement meeting, before the student visits the placement site, the Director of Field Education shares information about the area, location, and parking based on her experience visiting the site and communication with agency staff. However, the program encourages students to familiarize themselves with the agency's location, parking, and neighborhood prior to their first placement day. Students will be provided guided direction regarding bringing valuables to field.

If an agency is located in an area with elevated crime rates, it is not acceptable for a student to refuse a placement or related field assignments without an in-depth discussion detailing their safety concerns with the Director of Field Education. In such circumstances, it is especially important that students learn agency policies and procedures designed to keep staff safe. If students have followed agency safety policies and procedures and still feel unsafe, they should bring their concerns to the Director of Field Education.

Students are encouraged to immediately contact their Field Instructor/Task Supervisor and then the Director of Field Education if they feel unsafe in any way at their placement.

*Procedures for supporting student safety:*

1. In pre-placement meetings, students complete the College's internship paperwork that includes an assumption of risk and liability.
2. Students attend a field preparation workshop at the beginning of their senior year that contains a detailed section on student safety (an overview of PowerPoint slides provided below).
3. In the first two field seminar meetings, the Director of Field Education will check in with students to ensure that they have received safety orientation. During Field Seminars the Director of Field Education will continually check in with students about maintaining personal safety.

*Procedures for students who want to report feeling unsafe in the field placement*

1. The Director of Field Education will meet with the student as soon as possible to discuss the concerns. The student is expected to have discussed safety concerns with the Field Instructor and/or Task Supervisor prior to the meeting with the Director of Field Education.
2. The Field Instructor and/or the student will notify the Director of Field Education when an incident occurs. The student should complete an agency incident report if there has been an incident during placement hours. The incident report should include the date, time, and location of the incident, a detailed description of the events and those involved, and how the situation

was managed. If there has not been an incident, but the student reports feeling unsafe, the director of Field Education will the Field Instructor and/or Task Supervisor will address the student's concerns.

3. The Director of Field Education will contact the student's Field Instructor or Task Supervisor via email and phone to discuss safety concerns. An in-person meeting may then be scheduled on-site with the student, Field Instructor, and/or Task Supervisor to further address concerns. If at this on-site meeting, it is determined that the student placement site is unsafe, the Director of Field Education will immediately remove the student from the placement setting and identify an alternative placement site to fulfill the student's Student Learning Agreement.
4. On occasion a site may become unsuitable for placement because of unsafe working conditions. When this occurs, the student will be removed following a discussion with the appropriate agency personnel. Examples of unsafe working conditions include, but are not limited to: unsafe building conditions, harassment of any kind by agency staff or student, lack of supervision, biological or chemical hazards on-site, bullying of any kind by agency staff.

### **Background Checks and Screening**

Most field agencies require some screening procedures. This screening can include medical examinations, criminal background screenings, and child abuse screenings. If a fee is charged for background checks or other screening procedures, this fee is the student's responsibility. Students cannot count the time spent being fingerprinted or being medically screened as field hours. Students with a criminal conviction or arrest record must understand that this may restrict internship placements and qualification for social work licensure in some states.

### **Transportation and Reimbursement**

- Students cannot count commuting to their agency as part of their field hours.
- Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff. If a difficulty emerges in reimbursing students, contact the Director of Field Education.

- Students should not use their own vehicle to transport clients.
- Students may, however, drive an agency-owned vehicle if they have the appropriate license and agency approval.

### **Inclement Weather Policy**

• Students are responsible for checking with their agencies to see if they plan to deliver services to clients during inclement weather. If the agency is open and the student is able to safely get to field, then the student may go to the internship. But above all, student safety and well-being are top priorities. Students are to use their judgment in making the best decision in their individual situation.

• Students should prepare for a possible snow day by speaking with their Field Instructor in advance to develop a contingency plan that would go into effect if there is inclement weather. This preparation will help students fulfill their professional obligation of providing services to the clients during a storm.

### **Field Placement at Place of Employment Requirements**

It may be possible for a student to obtain a field placement in his or her place of employment as long as the guidelines below are met. These guidelines must be met and a “Field Placement at Place of Employment Application” must be submitted to the Director of Field Education for approval before a field placement in an organization where the student is employed will be approved.

To be approved for a field placement in an organization where the student is employed, the following guidelines must be met:

1. The field assignments must be separate from the student’s work as an employee. At a minimum, the student’s work supervisor must be different than the Field Instructor and the student must have different work and field placement assignments.
2. The student who is also an employee of the agency must demonstrate satisfactory work employment reviews before he/she is considered for a field placement within an agency where he/she is employed. The satisfactory work performance must be verified by a student’s employment supervisor. This requirement is intended to protect the integrity of the student’s field placement.

3. The proposed Field Instructor must have a BSW (MSW preferred) and a minimum of two years of employment in the social work field post-graduation. The proposed Field Instructor should not be a current or prior supervisor of the student. This is to ensure that students learn from diverse perspectives and approaches in the field. If the proposed Field Instructor has not supervised a student, he/she must participate in the College's Field Instructor's orientation prior to the start of the student's placement.
4. The student must be provided field placement assignments that meet the requirements of the program and not the work place. As outlined in AS2.2.4 above, of the required 225 hours a semester, 50% of the fieldwork experience must be in direct client interaction. The other 50% of fieldwork can be spent in activities such as staff meetings, case/agency presentations, agency documentation, community engagement, research for agency programs, program development, and supervision as long as the activities are focused on student learning objectives.
5. The student must complete a 'Field Placement at Place of Employment Application' and submit it to the Director of Field Education for approval.
6. The agency and Field Instructor must meet all of the criteria established for other field settings and supervisors.

## **Assignment to Field Agency**

The assignment of a student to an agency setting for field placement is an educational decision made by the Director of Field Education. Students are asked to contribute information about their experience and interests on the “Field Placement Planning Form.” Prior work experience, geographical location, and students’ interests, when feasible, are considered when making a match with an agency. The Director of Field Education will consider the students’ preferences whenever possible. Students should keep in mind that in each field placement setting they will have the opportunity to learn skills that will be useful in other settings. Students should also understand that no one (or two) field placement assignments will restrict future opportunities in the social work profession. Students are encouraged to keep an open mind when it comes to field placements and to learn all they can from their assignments. Students should not contact agencies directly or attempt to make arrangements without the approval of the Director of Field Education.

The Director of Field Education will contact the student with potential placements and discusses placement options with the student. At this meeting, the student is given the contact information for the agency and arranges an interview at the potential field site. It is the responsibility of the student to familiarize her or himself with the agency before the interview. Being prepared for the interview shows a committed interest in the agency. If the interview goes well and the Field Instructor approves, a match is made. The “Field Confirmation Form” is then signed by the agency and the student and returned to the Director of Field Education. Once assigned to an agency site, the student is expected to make arrangements for field hours in cooperation with the field agency. In late August, field information orientation packets are made available to each Field Instructor. Orientation packets include the field calendar, information on completing the Student Learning Agreement, evaluation information, and other materials. In addition, the Director of Field Education will provide each Field Instructor with a hard copy of the Field Manual as well as instructions on how to access the manual online.

### **Selection of Field Agencies:**

Field agencies are selected as placement sites based on their ability to provide students an enriching learning experience in generalist practice opportunities congruent with social work competencies and the mission and values of the College. Field agencies are identified by the Social Work Advisory Board, students, and the Director of

Field Education. In addition, program receives suggestions from the College's Office of Volunteerism and Service Learning.

It is the program's policy to collect information about student's experiences at their field placement sites. At the end of each semester, students complete a Field Experience Assessment where they have the opportunity to provide feedback on their experience. The program reviews student feedback as a part of the process of deciding to continue utilizing field agencies as placement sites. Ensuring field agencies sites meet criteria detailed below is how the program ensures that agencies are aligned with social work competencies.

The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the mission and goals of the College of Saint Elizabeth Social Work program. This criterion reflects the social work competencies of advancing human rights and social, economic and environmental justice as well as engaging diversity and difference in practice. Agencies must be committed to the joint effort to educate Social Work students, and accept and follow the College's requirements for participation in the field program. The agency must provide experienced staff to act as Field Instructors or Task Supervisors. The agency must provide workspace and access to telephones or computers, as appropriate, to accommodate students. The program believes that these criteria help ensure the social work competency of demonstrating ethical and professional behavior.

Demonstrating the social work competencies of engaging, assessing, intervening and evaluating practice with individuals, families, groups, organizations, the agency must provide a comprehensive learning experience for students, which reflects generalist social work practice and includes opportunities to work in agency and client services. Demonstrating the social work competencies of engaging in policy practice and practice informed research and research informed practice, the program has criterion that students attend staff and agency meetings or other training sessions.

*Procedures for Selecting Field Agencies:*

1. Based on existing faculty community connections, referrals from the Social Work Advisory Board, and student's requests for particular agencies, the Director of Field Education will evaluate sites to assess the match for students. The Director of Field Education initiates initial contact with the agency.
2. The Director of Field Education meets on-site with agency staff to learn what opportunities or specific departments/programs are available for a BSW intern placement. In these planning meetings, the Director of Field Education and

agency staff discuss and plan for generalist practice learning opportunities for students.

3. After meeting on-site with agency staff, reviewing agency resources/materials, and discussing generalist practice opportunities available at placement with the Chair of the Social Work program, the Director of Field Education makes the final decision regarding the appropriateness of a field site.
4. When utilizing an agency as a field placement site, both the agency and the College sign a Field Placement Agreement (provided in Standard 2.2.2 above).
5. In signing this Field Placement Agreement, the agency commits to providing generalist practice opportunities to students.
6. Once the Field Placement Agreement has been signed, the Director of Field Education provides potential Field Instructors and Task Supervisors an “Information Guide for New Field Instructors” and a “Guide for Completing the Student Learning Agreement”. In these guides agency staff are provided an overview of the program’s curriculum and pedagogical approach, but also example tasks for generalist practice which is the focus of the field placement.

### **Criteria for the selection of Field Instructors**

The Field Instructor is critical to the success of the placement and the student’s learning. In the initial planning meeting, the Director of Field Education verifies the prospective Field Instructor’s credentials and work history by reviewing their resume and consulting the online New Jersey License Verification system. The following criteria for Field Instructor selection should be met:

1. The Field Instructor should be committed to the values of the social work profession.
2. Field Instructors must hold a BSW and/or MSW from a CSWE accredited school and have a minimum of two years of employment in the social work field since completion of the graduate degree. The Field Instructor cannot be a current or prior supervisor of the student. If this individual has not supervised a social work student, it is necessary that she or he attend the College’s Field Instructor training and receive the “Information Guide for New Field Instructors”

3. The Field Instructor must have the capacity to teach knowledge and skills to students. This should include sensitivity to the student's contributions and needs in the field learning process.
4. The Field Instructor must be committed to supporting students to use a strengths-based perspective and provide opportunities for using the Evidence-Based Practice model.
5. Field Instructors must be able to supervise the student in a minimum of one hour of weekly supervision.

### **Orientation, training and monitoring of Field Instructors**

The College of Saint Elizabeth will provide orientation and training to all Field Instructors on campus at the start of the academic year. Field Instructors will be trained on the mission of the College; curriculum and program guidelines, policies, and procedures of the Field Education, competencies and practice behaviors; orientation of student to an agency; learning contracts and their implementation; use of recording/documentation; grading; guidelines and requirements of Work-Study; NASW Code of Ethics, and requirements that students self-identify as students; field visitations and monitoring of the field practicum; procedures for evaluation of student field performance; stages of learning for a social worker; learning patterns and style; issues of cultural competence in supervision and practice; processes and relationships in field education; parallel process, transference, counter-transference; safety and risk management; and issues of termination. Throughout the training, opportunities are provided for Field Instructors to discuss these areas, as well as raise questions or concerns regarding supervising students. Field Instructors will be given contact information for the Social Work program faculty and encouraged to reach out with any questions or concerns.

## **Required Student Workshop and Field Documents**

### **Field Preparation Workshops: Getting Ready for Field Placement**

As part of the senior year field experience, students are required to participate in Field Preparation Workshops and complete a test on ethics. The purpose of this workshop and the ethics test is to provide students with the information and skills necessary to begin a successful field experience. The workshop is held on campus and provides the opportunity for students to ask questions and become fully acquainted with the field policies, procedures and documentation, and scheduling requirements prior to starting their placements. Attendance at the workshops and successfully completing the ethics test are required prior to entering into field placement.

### **Our Electronic System- Moodle**

To insure accuracy, students use Moodle to submit their timesheets, learning contracts, recordings, and evaluations to the College. Ongoing tracking of field hours via time sheets, process recordings, and journal entries prevents surprises at the end of the semester and enables early intervention for students who might be experiencing difficulties. The goal is to insure accountability, accessibility of the documents, and transparency so that all parties have verification of what has been submitted by the student. The students and field office have access to Moodle. The responsibility belongs to the student to complete the work in a timely fashion. All work that needs to be reviewed by the agency Field Instructor must be emailed or printed by the student and given to the Field Instructor. The student's progress and completion of work will be monitored by the field office monthly. All work and hours will be verified by the Field Instructors via email to the Director of Field Education.

### **Timesheets**

Time sheets are kept in an Excel workbook available to students on Moodle. The workbook is designed to calculate the student's hours and total them in a summary tab. At the end of each month, the student uploads the same workbook with the various monthly hours added. This workbook will total the hours completed and be monitored by the Field Instructor.

### **Student Learning Agreements**

All students in the field complete a Student Learning Agreement with their Field Instructor at the beginning of each semester of their placements. The Student Learning Agreement

allows the student and the Field Instructor to plan jointly for the assignments and the learning to be accomplished during the year. The Learning Agreement creates an understanding of expectations for both the student and the agency. It should be specific and measurable, and be used as the basis for the end of semester evaluation. The Learning Agreement is based on the competencies of social work education. In their field work, students operationalize the practice behaviors that demonstrate their levels of competence. The Student Learning Agreement is available on Moodle and accessible to all field students. Students download the document and complete it with their Field Instructor. The completed document is then electronically submitted by the student. The Student Learning Agreement is read and given a PASS or FAIL grade. If the Student Learning Agreement is deemed to be unsatisfactory, the student will be notified of what areas need to be modified.

### **Journal Recordings: Rationale and Requirements**

Journals are a tool to assist in student learning and development of self-reflection skills. Sample journals will be available on Moodle. The weekly process recordings and journals are all to be submitted by the student via Moodle. In addition to submission to Moodle, recordings are to be printed or sent electronically to the Field Instructor for comment and discussion during supervisory sessions. The recordings, with comments, will be reviewed at the agency visit and upon request of the Director of Field Education.

The purpose of Journals is to guide learning, and help students conceptualize and organize ongoing activities with client systems. These documents help clarify the purpose of an interview or activity and the role of the student in it and provide a base for both the student and Field Instructor to identify the student's strengths and areas for growth. Additionally these documents play an important part in providing direction and a framework for the supervisory meetings. They enable the Field Instructor to quickly assess the student's response to emotion, process and content as well as their growth throughout the semester. Writing journals is an acquired skill. Journal recordings differ from agency client charts or recordings and are not to be included in agency files. Any encounter may be used for a journal recording: individual sessions with clients or client systems; family or group meetings; professional contacts including agency staff, community, school, or service providers. Students should write a summary paragraph to pull together what was accomplished in the session and to identify future goals. A second paragraph should be written by the student critiquing the work before discussion with the Field Instructor. These two reflective paragraphs will also provide the student with items for the agenda for supervision.

Journals are to be done on a regular basis throughout the academic year. There must be a consistent flow of submissions--do not wait to submit recordings until the end of the semester. Recording submissions will be periodically reviewed by the Director of Field

Education. Students will be notified by email if they are falling out of compliance. Continued disregard for regularly submitting recordings will place students in jeopardy of failing. Students will be responsible for 15 journal recordings per semester. It is at the discretion of the agency to give students time to complete field recordings while at the agency (up to 2 hours per week). If this is not possible then students must complete the recordings on their own time. Students who do not complete recording requirements for the semester will be at risk of failing their Field Practicum.

### **Instructional Use of Recordings**

Field Instructors should read the student's recordings prior to the supervisory and prepare an agenda for teaching. Field Instructors should make comments on each recording, as they are useful for the student to review before and after the meeting. Field Instructors should keep in mind that the recordings are used to help meet student learning goals.

### **Strategies for Problem Resolution**

To most effectively address problems related to field placement, the following stepwise procedure should be followed by the student. The goal is to resolve the issue quickly and to promote the relationship between the student and the Field Instructor.

Step 1: Speak to the Field Instructor at the agency. Many issues can be resolved at this level.

Step 2: Speak to the Director of Field Education

Step 3: Speak to the Director of the Social Work program.

### **Performance Improvement Plan**

The Performance Improvement Plan is intended to identify behavior or performance problems clearly, with the written participation of all parties, in order to improve the behavior or performance outcomes. The Performance Improvement Plan is a document to be completed by the Field Instructor in consultation with the student. Upon completion, the form must be submitted to the Director of Field Education. Performance Improvement Plan forms may be obtained online or in the Director of Field Education's office.

## **Student Evaluations and Grades**

At the end of each semester the student receives an evaluation. The evaluation is completed by the Field Instructor with input from the student and Task Supervisor, if applicable. The evaluation is based on the student's demonstration of competencies, practice behaviors, and assignments specified in the Student Learning Agreement.

The Field Instructor submits the evaluation electronically to the Director of Field Education by the due date specified on the field calendar. The grade for field placement performance is either Pass or Fail. After considering the evaluation submitted by the Field Instructor, the Director of Field Education assigns the grade at the end of each semester. A passing grade is given if the student successfully completed the required hours and process recordings. If a student receives a grade of F in field, the student will be referred to the Director of Social Work for review.

## **Grade Appeals**

If a student wants to appeal a grade for field placement, the student should first discuss any mitigating circumstances for a failing grade for fieldwork with the Field Instructor. If the student and Field Instructor cannot resolve the difference, the student may present their case to the Director of Field Education and the Program Director. If these directors cannot resolve the case to the student's satisfaction, the student may use the College policies for grade appeal. <https://www.cse.edu/academicpolicies>

If a student wants to appeal a grade for Field Seminar, the student should first talk with the Director of Field Education. If the student is unable to resolve the case, the student should meet with the Program Director to resolve the matter. If the student still wants to appeal, the student may use the College policies for grade appeal. <https://www.cse.edu/academicpolicies>

## **Learning Goals: First Semester**

Students have a beginning understanding of an agency's mission and goals and its role within the community and neighborhood, as well as a basic understanding of the agency's structure, organization, and policies. Students are able to work within and interpret agency policies and regulations. Students learn about the generalist perspective with an emphasis on the problem-solving approach to working with clients, and begin to apply this to the field setting. Students are beginning to incorporate social work values in practice (e.g. they understand the value of self-determination for clients). Students are familiar with the NASW Code of Ethics and how it applies to social work. Students are punctual, conscientious about the use of time, professionally present

themselves, and efficient in completing assigned tasks in a timely way. Students are able to take a self-reflective stance on a beginning level and respond to constructive criticism or feedback in a positive way. They develop the ability to identify their own strengths and weaknesses by preparing an agenda and recording contacts with clients and other agency experiences.

### **Learning Goals: Second Semester**

Students should have a thorough knowledge of the agency and the community, and understand how laws, regulations, and policies that are external and internal to the agency impact clients and client systems. Students should be able to not only recognize these impacts, but they should also be able to articulate needed changes. Students should view and address the individual client or family presenting problem within the context of the larger systems. Students should be able to apply the generalist perspective to organizations and communities, and integrate these ideas with assessments. Students' knowledge of the agency includes an appreciation of how effectively and efficiently the agency structure and function carry out or inhibit their mission and goals. Students are able to identify gaps in services and use collaborative and advocacy skills to address client and community needs. Students will be able to enter a range of types of groups, from therapeutic to community task-based, with an ability to make a beginning assessment of the dynamics and stages of group development. Students will be active in participating in the formation of contracts, goal-setting, and problem-solving. Students understand the variety and types of families and are aware of their biases and judgments about them. They will be able to complete a beginning assessment of a family and have some basic intervention skills related to problem-solving and using the self in family work.

All students should be able to make assessments that take into account factors from the client's social systems. Students will be able to obtain histories and personal data, and will be able to tell the difference between facts and inferences. Students will demonstrate empathy and listening and focusing skills. Students can use the skills of confrontation, clarification, and exploration appropriately. Students will be strength focused and able to help clients problem-solve in an organized, thoughtful, and supportive way. Students will understand and accept the impact of cultural, racial, gender, and other differences in their clients and talk with them about these influences. Students should understand the importance of the termination process and understand their own impact on this process.

Students will identify with the profession's social work values, ethics, and mission while providing generalist services to vulnerable populations. All work behavior should be professional and consistent with agency policies and practices. There may be areas that are still difficult for the student, but the overall motivation to learn and take risks should

be present at year's end. Student self-awareness should include a realistic appraisal of abilities and biases. It is expected that there will be an ability to abstract principles of generalist practice from field experience, to translate concepts into action, and to generalize from learning to other situations. Students should show the ability to make connections between theory and practice and to assess the relevance of practice. There should be a reflection of learning issues identified in the Learning Contract.

### **Examples of Appropriate Tasks for Students**

**Social Work with Individuals:** Intake and assessments; creating service plans; case management; advocacy; supportive counseling and psychotherapy; research and evaluation of services, client feedback, goal attainment, measurement of task completion; termination (reviewing progress, making referrals, planning for future, transferring cases); follow-up.

**Social Work with Families:** Intake and assessments; assessment of impact of family dynamics on individuals; helping families identify and change dysfunctional dynamics, creating service plans; case management; advocacy; supportive counseling; research and evaluation of services, client feedback, goal attainment, measurement of task completion; termination issues (reviewing progress, making referrals, planning for future, transferring cases); follow-up.

**Social Work with Groups (Groups include treatment groups, peer support groups, task groups, committees, staff groups):** Review of membership criteria; interviews with potential group members; review of prior minutes and group reports; contracting with a group; co-facilitation or facilitation of a group; committee participation; staff group participation; research and evaluation of services, client feedback, goal attainment, measurement of task completion; termination issues, (reviewing progress, making referrals, planning for future, transferring cases); follow-up.

**Social Work with Organizations (Organizations includes both the placement site and organizations that interact with the placement agency):** Awareness of placement site policies and procedures, mission, goals, and role; identification of management theories/structure; organizational assessment; program assessment; program implementation and coordination; grant- writing; in-service training; supervisory activities; program monitoring, program evaluation design, organizational analysis; follow-up.

**Social Work with the Community:** Research on community demographics and characteristics; speaking with residents; identification of resources; program implementation; outreach services; community education; resource coordination; research and evaluation via community organization scale, monitoring attendance and participation, community feedback, monitoring rates of community incidences; follow-up.



# Field Forms



## **Professional Behavior Required for Admission to Field Placement**

Social Work Program  
College of Saint Elizabeth  
Academic Year 2018-2019

Attend all classes on time: If students must miss a class, they should inform the Professor as early as possible but at least 30 minutes before the scheduled class. Program Faculty accept email for these notifications. Social Work Faculty will accept up to three (3) absence notifications a semester. After three missed classes a CARE report will be completed. If students notify Social Work Faculty a fourth (4) time, a formal warning will be sent to the student notifying them of their probationary status.

Students who miss class and do not notify the Social Work Faculty will receive a formal warning. If students fail to notify Social Work Faculty a second time of their absence from class, they will be put on probation. Students who miss eight (8) or more classes will fail the course unless they provide documentation from a Student Life Professional and have developed a plan with Social Work Faculty to make up missed class time. Students who are late show a lack of professionalism. Students who are more than 15 minutes late for class will be counted as absent. Realizing the importance of punctuality, we will follow the same procedures as defines above for absences.

Submit assignments via Moodle by the due date: The Social Work program does not accept late assignments, unless a student provides documentation from a Student Life Professional of an emergency. If students anticipate having difficulty completing assignments in the designated time frame, they must meet with Social Work Faculty at least three (3) business days before the due date. When students fail to develop a contingency plan to complete assignments, a CARE report will be completed and students will receive a formal warning of their probationary status.

Obtain at least a C for all course: Per College policy, for all courses in the major students must earn a C or above.

As part of the Social Work program at the College of Saint Elizabeth, I agree to uphold these professional behavior policies.

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Student's Name

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Student's Signature

Date

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Social Work Program Faculty Signature

Date



## ***Field Placement Planning Form***

College of Saint Elizabeth  
Social Work Program  
Academic Year 2019-2020

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

Provide 2-3 areas of interest or populations (i.e., families, children, elderly, LGBTQ youth, etc.) you might be interested in working with. Please rank your preferences.

- 1.
- 2.
- 3.

Provide 2-3 locations where you would be interested in completing your field placement. Please rank your preferences.

- 1.
- 2.
- 3.

**Please note: Stating preferences does not guarantee a placement in a specific agency or location.**



## **Social Work Program Field Placement Agreement**

This agreement made on \_\_\_\_\_, 20XX by and between \_\_\_\_\_ (hereafter referred to as the “Agency”) and the College of Saint Elizabeth (hereafter referred to as the “College”).

The Social Work Program at the College of Saint Elizabeth has established a professional training program for qualified students preparing to become professional social workers. The Social Work program requires field experiences, called a field placement, where students can obtain generalist social work practice experience as part of their curriculum. The Agency recognizes the need for providing the community with an adequate pool of professional and licensed social workers. The Agency will benefit from the social work student’s learning experience while contributing to the educational preparation of future social workers. The contracting parties desire a cooperative relationship to furnish a field experience for students enrolled in the College’s Social Work program.

### **Mutual Agreements by Agency and the College:**

1. The Agency will accept social work students of the College for field placements.
2. The Agency will make generalist opportunities available for social work students to observe and interact with individuals, families, groups, organizations, and communities to better serve Agency clients.
3. The Agency agrees that social work students may be identified or titled as either a “Social Work Student” or a “Social Work Intern”.
4. The student will plan field placement hours and days with the designated Field Instructor or Task Supervisor at the Agency. The Agency will determine students’ placement in a particular program or department, and assignments will be coordinated by the Field Instructor or Task Supervisor at the Agency.
5. All parties involved will comply with the requirements regarding confidentiality of clients. Students are required to follow any and all Agency policies regarding confidentiality of clients. Although case presentations may be processed within the confines of the field seminar class held at the College, no identifying information will be released regarding any client. Additionally, the College will advise students of the importance of complying with all relevant state and federal confidentiality laws.
6. The students are subject to training/hiring requirements of the Agency and will attend any such training if required by the Agency. In addition, if it is a requirement of the Agency as part of their hiring process, students will complete such procedures as drug testing, background checks, TB test, etc.
7. The College will provide proof of malpractice insurance for each student prior to any student entering any field experience placement via the Director of Field Education.

IT IS FURTHER AGREED THAT:

**Agency Responsibilities Include:**

- a. Participating in the development and monitoring of the student's Student Learning Agreement that delineates how the field placement assignments provide opportunities for the student to demonstrate social work competencies with individuals, families, groups, organizations, and communities.
- b. Providing each student with an orientation to the agency at the beginning of the field placement.
- c. Arranging for the Field Instructor to have weekly supervision time with the student, at least one hour per week.
- d. Allowing adequate time for a minimum of one site visit a semester by the Director of Field Education.
- e. Allowing time for the Field Instructor to attend Field Instructor meetings and trainings to ensure consistency with the Social Work Program mission, goals, and competencies.
- f. Supporting the Field Instructor to make a fair and accurate assessment and evaluation of the student's progress and achievements as outlined in the Student Learning Agreement.
- g. Ensuring that the Field Instructor has adequate time to complete required paperwork within the designated time frames (i.e., Student Learning Agreement and Final Evaluations).
- h. Agreeing that disclosure of student education records will only be made in accordance with the provisions of the federal Family Education Rights and Privacy Act (FERPA).

**Student Responsibilities Include:**

- a. Arriving on time to their assigned field placement site.
- b. Communicating in advance with the Field Instructor or Task Supervisor when an absence or tardiness is unavoidable.
- c. Creating a plan to make up any hours missed.
- d. Completing work assignments within the established time frames.
- e. Documenting the completion of a minimum of 450 required hours (225 hours each semester).
- f. Understanding the policies that govern employees within the Agency and complying with these policies.
- g. Completing all necessary documentation (i.e. required Agency documents and required College documents).
- h. Complying with all rules of confidentiality, both formally written and informally understood, within the standards of ethical practice.
- i. Dressing in accordance with Agency norms for all activities connected to the field placement.
- j. Using field supervision time to develop the knowledge, skills, and values of generalist social work practice.
- k. Initiating discussions with the Field Instructor to be involved in additional learning experiences.
- l. Complying with Agency policy and procedures.
- m. Completing all assignments listed in the field seminar syllabus.
- n. Complying with the standards stated in the Social Work Program Student Handbook and the Field Education Handbook.

**College Responsibilities Include:**

- a. Visiting the field placement site(s) at least once during each semester to review the Student Learning Agreement and progress; discuss field evaluations; and discuss and address any problematic behaviors.
- b. Responding to all Agency communications within three business days.

- c. Consulting with students on a regularly scheduled basis in order to assess the student's progress and to evaluate the continued appropriateness of the learning contract.
- d. Investigating student-agency complaints and grievances in a timely manner.
- e. The Director of Field Education will serve as the student's primary advocate during the field practicum experience.
- f. Assisting field practicum students in preparing for employment and/or advanced training.
- g. Developing ongoing training/education opportunities/incentives of Field Instructors.

Approved:

**AGENCY:**

By:

Agency Chief Executive Officer:

Date:

**COLLEGE:**

By:

Director of Field Education

Date:

By:

Chair of Social Work Program

Date:

# Field Confirmation Form

Semester and Year:

<b>This form must be returned before the start of your field placement.</b> This form should be completed when the student and agency agree upon the placement. Print a hard-copy, sign (both Field Instructor and student), scan and email it to the Director of Field Education, Dr. Bianca Channer at <a href="mailto:bchanner@cse.edu">bchanner@cse.edu</a>			
<b>NOTE: Use the TAB key – not the Enter key - to navigate through this document.</b>			
<b>Student Information</b>			
Name		Date of Interview	
CSE ID #		Home Phone	
Work Phone		Cell Phone	
Mailing Address Street		City	
State		Zip	County
CSE Email			
Field Placement Year			BASW <input type="checkbox"/>

<b>Agency Information</b>			
Agency			
Program Name (if applicable)			
Agency Phone		Agency Fax	
Street			
City		State	Zip
			County
Agency will provide BSW/MSW Supervisor	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>Supervisor Information</b>			
<b>Field Instructor/MSW Supervisor</b>			
Field Instructor (FI):		FI Credentials (MSW, LSW, LCSW)	
FI Phone Number:		Email:	
Seminar in Field Instruction (SIFI) Completed			Yes <input type="checkbox"/> No <input type="checkbox"/>
Academic Year SIFI Completed		Location	

<b>Task Supervisor Information</b>			
Task Supervisor:		Phone Number:	
Email:			
Seminar in Field Instruction (SIFI) Completed			Yes <input type="checkbox"/> No <input type="checkbox"/>

If No, are you interested in taking SIFI?		Location	
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<b>Student's Field Schedule (Preliminary)</b> (Must equal 15 hours a week)		
Days/Hours		

<b>Information Needed by Student for Agency</b>			
Background Check:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Needs to be done by agency or outside referral (student)?	Agency <input type="checkbox"/> Student <input type="checkbox"/>
Physical:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Needs to be done by agency or outside referral (student)?	Agency <input type="checkbox"/> Student <input type="checkbox"/>
Other (please specify) :	Yes <input type="checkbox"/> No <input type="checkbox"/>	Needs to be done by agency or outside referral (student)?	Agency <input type="checkbox"/> Student <input type="checkbox"/>
Date ALL information needs to be submitted to Agency by (m/d/y):			

<b>Signatures</b>
-------------------

\_\_\_\_\_  
**Student Signature**  
**Date**  
**Hand written signature**

\_\_\_\_\_  
**Agency Field Instructor/Task Supervisor**  
**Date**  
**Hand written signature**

**Field Instructor:** Must have BSW and at least 2 years post MSW experience  
Develops work schedule with student to cover required number of hours  
Completes Learning Contract with the student  
Receives Time Sheets from student  
Reviews and comments on student Process Recordings.  
Meets with student one hour weekly for supervision.  
Completes student evaluation.

**Task Supervisor:** Oversees the student's day to day learning experiences.  
Collaborates with the faculty Field Instructor in integrating assignments.  
Provides constructive feedback to the student on specific tasks and agency operations.  
Participates in all meetings and evaluations regarding the placement.

***Journal Recording***  
***For Macro-level Assignments such as Meetings, Events or Agency Activities***

Journaling is an educational tool for both the student and Field Instructor to use with specific learning goals in mind. These journals are not to be included in agency files. The purpose is for the student to be able to describe the meeting/event, comment on his/her activities, review the work done, and plan for future activity. Field Instructors can utilize these journals for teaching, as well for monitoring and critiquing a student's work.

For each activity the Journal should include:

Student's name:

Date of interview, meeting, activity, etc.:

Description of the type of meeting, event, or activity:

Objectives of the session/contact:

Identification of the personnel involved, specifying organizational positions:

Sequence of events; (discuss how the session/meeting began, what were the goals of the session/meeting, etc)

Some specific details of the interaction including group dynamics and strategies, record lines of dialogue to show group process;

Observations and analytical thoughts about what was happening;

Identification of areas of concern and plans for the next meeting/event.

## Social Work Student Learning Agreement

**This Student Learning Agreement should outline the tasks that the student is expected to master during the course of the semester. The tasks are developed to help the student demonstrate the behaviors outlined by the Council on Social Work Education (CSWE). In each competency there are examples provided for each behavior.**

**Please fill in the following fields:**

Student Name:  
Student Phone:  
Student Email:  
Student's Field Schedule:  
Supervision Day and Time:

Agency Name:  
Agency Address:  
Agency Telephone:  
Field Instructor Name:  
Field Instructor Telephone:  
Field Instructor Email:  
Task Supervisor Name:

**Internship Summary:**

Please indicate Social Work Activities/Tasks in field work that support each Core Competency. For time frame, please specify whether the tasks are performed daily, weekly, monthly, or if they are ongoing.

<b>Competency 1: Demonstrates Ethical and Professional Behavior</b>		
<b>Behavior #1: Make ethical decisions by applying the standards of the NASW Code of Ethics and exhibit an anti-oppressive stance incorporating social work values in all discussions and writings of case material</b>		
<b>Behavior #2: Demonstrate respectful demeanor in behavior; appearance; and all communication. Use agency resources ethically and appropriately.</b>		
<b><u>Tasks</u></b>	<b><u>Timeframe to be completed in</u></b>	<b><u>Evidence of Completion</u></b>
Levels of Practice: <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Organization <input type="checkbox"/> Community		

<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<b>Behavior #1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences of individuals, families, groups and communities.</b>		
<b>Behavior #2: Acknowledge the impact of client's intersectional issues— race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients' emotional and physical well-being</b>		
<b><u>Tasks</u></b>	<b><u>Timeframe to be completed in</u></b>	<b><u>Evidence of completion</u></b>
Levels of Practice: <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Organization <input type="checkbox"/> Community		

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

**Behavior #1: Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels**

**Behavior #2: Understands forms and mechanisms of oppression and discrimination. Considers factors that may marginalize clients and/or contribute to inequitable distribution of social and economic resources.**

<u>Tasks</u>	<u>Timeframe to be completed in</u>	<u>Evidence of completion</u>
Levels of Practice: <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Organization <input type="checkbox"/> Community		

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

**Behavior #1: Use research to inform practice by selecting, implementing, and evaluating appropriate assessments, interventions, and evaluation tools for use with various populations.**

**Behavior #2: Use practice to inform scientific inquiry and critically analyze the strengths and limitations of various direct practice interventions.**

<u>Tasks</u>	<u>Timeframe to be completed in</u>	<u>Evidence of completion</u>
Levels of Practice: <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Organization <input type="checkbox"/> Community		

### Competency 5: Engage in Policy Practice

**Behavior #1: Identify and assess how social policy at the local, state, and federal level that impacts client/constituent well-being, service delivery, and access to social services.**

**Behavior #2: Apply critical thinking to examine unintended consequences of policies/laws and communicate with stakeholders, legislators, and policy-makers about the impact of such policies/laws as they evolve within agencies, communities, and in clients' lives.**

<u>Tasks</u>	<u>Timeframe to be completed in</u>	<u>Evidence of completion</u>
<b>Levels of Practice:</b> <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Organization <input type="checkbox"/> Community		

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

**Behavior #1: Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to form partnerships with clients and constituencies.**

**Behavior #2: Understand how members of oppressed groups (i.e. people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness) may require different social work approaches to develop a professional relationship (or form a partnership)**

<u>Tasks</u>	<u>Timeframe to be completed in</u>	<u>Evidence of completion</u>
<b>Levels of Practice:</b> <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Organization <input type="checkbox"/> Community		

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

**Behavior #1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate information**

**Behavior #2: Develop mutually agreed-on intervention goals and objectives based on assessment, research knowledge and values and preference of clients and constituencies.**

<u>Tasks</u>	<u>Timeframe to be completed in</u>	<u>Evidence of completion</u>
Levels of Practice: <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Organization <input type="checkbox"/> Community		

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

**Behavior #1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in work with clients and constituencies**

**Behavior #2: Critically choose and implement strategies/approaches to achieve practice goals and empower clients and constituencies**

<u>Tasks</u>	<u>Timeframe to be completed in</u>	<u>Evidence of completion</u>
Levels of Practice: <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Organization <input type="checkbox"/> Community		

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

**Behavior #1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in developing valid outcome measures**

**Behavior #2: Develop reports that are clear and actionable. Offers recommendations that are specific and have a sound rationale.**

<u>Tasks</u>	<u>Timeframe to be completed in</u>	<u>Evidence of completion</u>
Levels of Practice: <input type="checkbox"/> Individual <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Organization <input type="checkbox"/> Community		

## **Guide for Completing the Student Learning Agreement:**

Dear Student,

For each of the nine competencies below, you will need to provide at least two tasks that you will complete throughout the semester to demonstrate mastery of the competency. For each task, you will need to specify a timeframe in which it will be completed in as well provide evidence of completion. Tasks should be specific and state what you will do at your placement site to demonstrate the competency. When creating tasks, please work directly with your Field Instructor to ensure that you will be able to accomplish these tasks. Tasks should specify which system level the task will be completed with. In each competency you will see the following checklist:

Levels of Practice:  Individual  Family  Group  Organization  Community

This is to ensure that you will have in-person contact with clients and constituencies as well as community engagement, agency meetings/presentations/documentation.

Timeframes need to be specific and show when you believe you can accomplish this task. Please work directly with your Field Instructor and/or Task Supervisor when developing timeframes. Examples of timeframes to be completed in: By the end of January, By March 10<sup>th</sup>, By the middle of October, etc.

Evidence of completion is how you show that you accomplished the task. Examples of evidence include: completion of a journal recording, attendance at an event/seminar, completion of training/event, as well as discussion with Field Instructor.

### Competency 1: Demonstrates Ethical and Professional Behavior

Behavior #1: Make ethical decisions by applying the standards of the NASW Code of Ethics and exhibit an anti-oppressive stance incorporating social work values in all discussions and writings of case material

Behavior #2: Demonstrate respectful demeanor in behavior; appearance; and all communication. Use agency resources ethically and appropriately.

#### **Example Tasks**

- Read the NASW Code of Ethics and read agency ethics policies; discusses with field instructor how the agency insures ethical services.
- Discuss ethical decision making steps using a case scenario or actual case during supervision.
- Discuss frameworks that can be utilized when making ethical decisions with supervisor.
- Appearance and dress are professional and aligned with agency norms
- Arrive on time and establish and keep to an expected schedule.
- Understand and adopt agency's oral, written and electronic guidelines.
- Review agency policy on the use of social media..

### Competency 2: Engage Diversity and Difference in Practice

Behavior #1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences of individuals, families, groups and communities.

Behavior #2: Acknowledge the impact of client's intersectional issues— race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients' emotional and physical well-being

### **Example Tasks**

- Review agency policies on diversity, non-discrimination, client access, language access, and discusses with field instructor.
- Examine and understand staff diversity at the agency, diversity of services provided including what services are provided in which languages.
- Survey and understand community and client demographics, including culture and languages spoken.
- Understand ways that clients from different cultural backgrounds respond to stressful situations.
- Work with a diverse caseload and develop effective, respectful relationships with clients.
- Participate in agency diversity activities, projects, committees and/or initiatives.
- Assess personal biases and/or perceptions about specific cultural groups that may influence professional practice

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

Behavior #1: Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Behavior #2: Understands forms and mechanisms of oppression and discrimination. Considers factors that may marginalize clients and/or contribute to inequitable distribution of social and economic resources.

### **Example Tasks**

- Complete assessments that reflect understanding of ecosystems and how systems impact clients' situations and ability to access service.
- Identify and discuss with field instructor observed oppression, discrimination, or presence of other environmental issues impacting clients' well-being, and develop possible strategies to reduce the impact of these issues on the clients.
- Become aware of current social, economic, and environmental policies that directly impact local community of clients served.
- Inform clients of their rights and advocate as appropriate
- Identify (with client's input) the client's specific social, economic, or environmental needs (e.g., housing).
- Facilitate referrals and connect client with needed services

- Attend community events that work towards the advancement of social, economic, and environmental justice and relate to your agency's mission. (i.e., attend a local town hall meeting).

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

Behavior #1: Use research to inform practice by selecting, implementing, and evaluating appropriate assessments, interventions, and evaluation tools for use with various populations.

Behavior #2: Use practice to inform scientific inquiry and critically analyze the strengths and limitations of various direct practice interventions.

#### **Example Tasks**

- Read relevant research material and analyze relevancy and impact on agency and client population for field instructor.
- Attend a conference or seminar regarding best practices related to the agency's mission (date TBD based on seminar identified/evidence will be verification of attendance at event).
- Improve clinical skills and understanding by staying up-to-date with research; ensuring practice skills reflect most current knowledge (for example, if working in the area of substance abuse and mental health, review the SAMHSA website often).
- Develop and summarize findings of a client satisfaction survey to present to supervisor/staff.
- Apply the results of at least one peer reviewed journal article to work at agency and discuss with Field Instructor. Assess how (or if) the research results can be applied to the agency to improve practice or service ability.
- Read relevant research and apply to population/setting with recommendations for advocacy to ensure best practices.
- Share research information with staff at weekly staff meeting.

#### Competency 5: Engage in Policy Practice

Behavior #1: Identify and assess how social policy at the local, state, and federal level impacts client/constituent well-being, service delivery, and access to social services.

Behavior #2: Apply critical thinking to examine unintended consequences of policies/laws and communicate with stakeholders, legislators, and policy-makers about the impact of such policies/laws as they evolve within agencies, communities, and in clients' lives.

#### **Example Tasks**

- Read agency policies and discuss with Field Instructor how policy impacts well-being, service delivery, and access to services.

- Stay informed about social and political developments that impact agency and its client population and discuss this with Field Instructor.
- Become aware of local, state, and federal legislation that impact the agency and service delivery to clients. Familiarize self with agency's involvement in policies that impact their clients.
- Read NASW-NJ monthly Focus newsletter or NASW news online to stay informed of local/state/national policy issues.
- Think critically about the impact the political economy has on the agency's work and discusses with the Field Instructor.
- Analyze policy in terms of how it helps or hinders clients' access to services in discussion with Field Instructor.
- Attend a community meeting which is reviewing a policy (proposed or existing) that may impact on your agency's clients.
- Understand different funding sources of the agency and how they impact ability to provide services (i.e., specific restrictions, eligibility requirements)
- Research current policies that could potentially impact the client's ability to receive services.

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

Behavior #1: Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to form partnerships with clients and constituencies.

Behavior #2: Understand how members of oppressed groups (i.e., people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness) may require different social work approaches to develop a professional relationship (or form a partnership).

**Example Tasks**

- Use open ended questions to discover clients' perception of their circumstances.
- Participate in initial client assessments using knowledge of human behavior and the social environment
- Seek guidance to consistently evaluate knowledge base as it relates to understanding person and environment.
- Apply motivational techniques during the interview process to build rapport with clients.
- Demonstrate use of empathy and reflection skills with clients in journals/recordings and in discussions with Field Instructor.
- Responds to clients with compassion and without personal bias and judgement.
- Use personal reflection to identify areas of comfort/discomfort when working with clients and discuss with Field Instructor
- Use empathy and interpersonal skills (e.g., reflective listening) with clients and colleagues.

- Work collaboratively to identify areas for client change utilizing the strength perspective model.

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

Behavior #1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate information

Behavior #2: Develop mutually agreed-on intervention goals and objectives based on assessment, research knowledge and values and preference of clients and constituencies.

**Example Tasks**

- Use agency assessment tools effectively to collect client information. Incorporate information from a variety of sources (client's support system and external contacts when possible) to inform assessment.
- Shadow client assessments and observe assessment process. Conduct client assessments (spring semester).
- Conduct assessment of existing agency services (focus on the services of one particular program) by obtaining client and staff feedback.
- Collect demographic data of the agency community.
- Develop appropriate and achievable treatment plan goals and objectives collaboratively with client. Meet with clients during scheduled meetings to review progress toward goals and objectives.
- Identify client's internal strengths, needs, and challenges as well as client's external/environmental strengths, needs, and challenges.
- Identify agency's strengths, needs, challenges, goals, and objectives by researching the agency's history, agency's mission, agency's community relations, agency's funding, etc.
- Identifies community's strengths, needs, challenges, goals, and objectives through working with the agency's clients and community.
- Make updates as needed to client's individualized goals.

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

Behavior #1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in work with clients and constituencies

Behavior #2: Critically choose and implement strategies/approaches to achieve practice goals and empower clients and constituencies

### Example Tasks

- Demonstrate application of theoretical frameworks in interventions with clients/constituencies in journals/recordings.
- Develop intervention plans based on the needs and concerns of client.
- Utilize strength based perspective to empower clients to develop strategies toward change.
- Develop interventions that demonstrate understanding of diverse needs among client populations without judgment, assumptions, or biases.
- Discuss, intervene, and advocate on behalf of diverse clients ( i.e., finding a translator for client who does not speak English).
- Discuss, intervene, and advocate on behalf of the community where the agency is located (i.e., if the majority of residents do not have access to computers and information is circulated via email, advocate for a change in this system so that all residents are aware of community events).
- Work collaboratively with clients to expand community resource networks.

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

Behavior #1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in developing valid outcome measures

Behavior #2: Develop reports that are clear and actionable. Offers recommendations that are specific and have a sound rationale.

### Example Tasks

- Explore several evaluation methods to find one that is appropriate to agency/population.
- Look into best practices and related research to select a method of evaluation to determine if the client is reaching the goals and objectives set at the time of assessment
- Select method of evaluation to determine if a specific program at the agency is successful. Review program evaluation method options with the field instructor.
- Develop brief survey of client satisfaction with agency services. Review evaluation outcomes with field instructor and agency staff.
- Meet with clients to evaluate progress, identify areas of strengths used to achieve change or identify barriers that have hindered progress.
- Develop evaluation questions that do not have underlying assumption, bias or judgement.
- Incorporates relevant environmental factors in the analysis of survey outcomes.
- Use client systems to identify where the client has made progress towards change or identify barriers that have hindered progress.



## Agency Site Visit Report

Academic Year 2019-2020

Date of visit:	
Student name:	
Field Placement Agency:	
Address:	
Phone number:	
Field Instructor Name: email:	
Task Supervisor Name: email:	

### AGENCY SETTING AND POPULATION:

Elderly

Women and Children

Substance Abuse

Healthcare

Management and Policy

Immigrants/Refugees

Developmental Disabilities

Mental Health

Corrections

Children and Family Services

School

Homeless

Other : \_\_\_\_\_

**STUDENT ROLES AND RESPONSIBILITIES**

Examples of cases and projects student has completed:

Are assignments appropriate for student's level?

Yes

No

If no, what steps are will be taken to ensure appropriate assignments?

For students employed at their placement site, how is the student keeping field placement work separate from regular employment at the agency?

**SUPERVISION**

How is the relationship between the student and the field instructor?

Is the student receiving weekly supervision?

Yes

No

Is the student bringing items of concern or discussion points to supervision?

What are the main skills the student is focusing on and developing?

How is the student integrating course work and field placement? Does the student discuss class assignments with field instructor in supervision? What theoretical concepts are developed in the placement setting?

### **STUDENT LEARNING AGREEMENT**

Has the student been able to work towards the tasks outlined in the learning contract?

### **JOURNAL RECORDINGS**

How many Journal recordings have been completed and reviewed by the Field Instructor? \_\_\_\_\_

Is the Field Instructor making written comments on the Journals?  Yes  No

Which of the following Journals have been completed:

- Individual
- Family
- Group
- Organization
- Community

### **FIELD PLACEMENT HOURS**

College of Saint Elizabeth Benchmark III Volume 3 March 2019

Is the student up-to-date with hours?  Yes  No

Does the student have a set schedule each week?  Yes  No

Are there concerns about hours not being completed on time?  Yes  No

If yes, please detail the student's plan for completing outstanding hours:

### **CONCERNS**

Are there any problems that you foresee with the student completing the placement in a satisfactory manner?  Yes  No

If yes, please describe if a Performance Development Plan will be completed:

### **FIELD PLANNING FOR NEXT YEAR**

Would you recommend that this agency be used in the future as a field placement site?

Yes  No

Explanation:



**Current Problematic Behaviors Identified:**

1.
2.
3.
4.
5.

**Steps taken by Agency/Student to address behaviors listed above**

1.
2.
3.
4.
5.

**Corrective Development Plan**

This plan addresses all performance issues and provides clear objectives and action steps for satisfactory performance with specific time frames.

**Performance Objectives:****Time Frame:****Student Will:**

1.	
2.	
3.	
4.	
5.	

**Field Instructor Commitments:****Time Frame:**

**Field Instructor Will:**

1.	
2.	
3.	
4.	
5.	

**Consequences for Continued Unsatisfactory Student Performance**

1.
2.
3.
4.
5.

**Anticipated Follow-up Meeting Date:** \_\_\_\_\_

*I participated in the formation of this Corrective Development Plan and understand that it is my responsibility to meet the outlined objectives, and I am aware of the consequences for continued unsatisfactory performance.*

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

\_\_\_\_\_  
 Field Instructor Signature Date

\_\_\_\_\_  
 Director of Field Education Signature Date

## *Information Guide for New Field Instructors*

*College of Saint Elizabeth Social Work Program  
Academic Year 2018-2019*

### *OVERVIEW OF POWERPOINT SLIDES*

#### *Curriculum Overview:*

*Prior to the start of their field placements students have taken courses in the following areas:*

- Introductory Social Work and Psychology courses*
- Methods in Social Work with Individuals and Families*
- Methods in Social Work with Groups, Organizations and Communities*
- Research Methods*
- Human Behavior in the Social Environment (2 courses)*
- Social Policy*
- Race, Class, and Gender*

#### *Social Work Program Pedagogical Approach:*

- Our curricular content emphasizes social work values, the strengths-based perspective, and the evidence-based practice model in all courses.*
- We use a spiraling curriculum, where we constantly re-enforce these core ideas with increasing sophistication, to prepare students for field work.*
- We are committed to personalized education and provide each student individual comments on all assignments.*
- We focused on skill building and learning how to learn rather than the memorization of facts.*
- We support students' professional communication skills by holding them accountable for writing well organized papers that use correct syntax and grammar in all formal assignments.*

#### *Skills to be Strengthened in Field:*

- Demonstrates social work values in micro, mezzo, and macro practice*
- Apply relevant policies to advocate for client/client systems*
- Seek resources for clients/client systems*
- Engage community members and leaders to obtain resources for client/client systems*
- Engagement, assessment, intervention, evaluation and termination skills with individuals, families, groups, organizations and communities*
- Identify areas where grant money could assist agency and impact client/client systems*
- Use research findings to guide practice*

#### *Responsibilities of Students:*

*More detailed information can be found in the Field Manual*

- Complete Field Confirmation Form prior to the start of Field*
- Schedule weekly supervision meeting with Field Instructor*

- Complete a weekly journal or recording and submit to Moodle
- Complete 15 hours a week at Field Placement
- Initiate Student Learning Agreement with Field Instructor and Task Supervisor. When completed, upload to Moodle.
- Attend bi-weekly Field Seminar
- Maintain contact with Field Instructor and Task Supervisor. Ask for assistance when needed.
- Complete monthly timesheets and upload to Moodle
- Share classroom assignments with Field Instructor

Responsibilities of Field Instructors:

- Meet weekly with student(s) for at least an hour for supervision
- Review and comment on weekly journals and/or recordings
- Assist student in completing Student Learning Agreement at the start of each semester
- Complete a Field Evaluation at the end of each semester
- Review student's monthly timesheets
- Maintain contact with student's on-site Task Supervisor
- Assist with class assignments
- Help students connect theoretical knowledge with practical application skills.

Overview of Course Management System (Moodle) and Documentation Requirements

Online System for all Field Documents and Information

The College of Saint Elizabeth utilizes Moodle, an online course management system (PowerPoint slides show screen shots of all components of Field Course)

- All field documents are posted on the College's electronic course management system, Moodle.
- All Field Instructors will be given access to this website to view student's submissions.
- Each student has a specialized section, so all of his/her work is easily accessible and in one place.
- Moodle can be accessed via: [www.elearning.cse.edu](http://www.elearning.cse.edu)

A Look at the Student Learning Agreement: (actual PowerPoint slide is a screenshot of the Student Learning Agreement)

Completed in the first month of each semester by the student with the assistance of the Field Instructor

- The Student Learning Agreement is a guide for what tasks students will be doing over the course of the semester.
- As a Field Instructor, we ask that you meet with your students and review the Learning Contract in the first month of their placement.
- Field Instructors are asked to assist students in completing the Learning Contract by helping them identify tasks that demonstrate behaviors aligned with the nine social work competencies.
- A sample Student Learning Agreement can be found on Moodle.

*A Look at the Journaling Requirements: (actual PowerPoint slide is a screenshot of the Journal)*

- Journals and recordings are tools to help student self-reflect and are used as an educational tool for both the student and Field Instructor.
- The purpose is for the student to be able to describe meetings/interactions/events, reflect on his/her performance and feelings during the interaction/event, review work done, and plan for future activity.
- Field Instructors can utilize these journals for teaching, as well as for monitoring and critiquing student's work.
- Field Instructors must review one journal or recording a week and provide written feedback to the student.

*A Look at Monthly Timesheets: (actual PowerPoint slide is a screenshot of the Timesheet)*

- Students complete monthly timesheets in order to track their progress towards completion of all their hours
- Students are required to complete 225 hours a semester, or 450 hours a year.
- Timesheets are in an Excel Document on Moodle. Timesheets are formatted to calculate the hours for the student.
- On the timesheet students need to note general activities completed, as well as identify weekly supervision meetings with their Field Instructor.
- Field Instructors are asked to review the time sheets and notify both the student and the Director of Field Education if there is a misrepresentation of hours completed in the Field.

*A Look at the Field Evaluation: (actual PowerPoint slide is a screenshot of the Field Evaluation)*

- The Field Evaluation is completed in early December and mid-April (near the end of each semester).
- The Field Instructor completes the evaluation and then discusses it with the student, prior to submitting.
- The Field Evaluation can be found on Moodle and can be completed online.
- In the Field Evaluation, there are three to five behaviors that measure proficiency in the nine social work competencies.
- For each behavior there is a Likert scale, and detailed information about the ratings can be found on the front page of the evaluation.

## *Field Preparation Workshop for Students*

*College of Saint Elizabeth*

*Social Work Program*

*Academic Year 2018-2019*

### OVERVIEW OF POWERPOINT SLIDES

#### *Your Safety is our Priority!*

*Working with vulnerable populations and communities comes with some risks. These risks should not exceed the risks experienced in normal daily life and working conditions!*

*To ensure your safety:*

- *Familiarize yourself with the agency location, neighborhood, and community prior to your placement first day. Do a drive by! Check out the parking situation.*
- *Talk to your Field Instructor/Task Supervisor about specific concerns related to your field.*
- *Understand guidelines and expectations from the College and agency. Ask about safety measures!*
- *Inform your Field Instructor/Task Supervisor of any concern.*

#### *Safety Risks: Harassment*

- *Sexual orientation, age, ethnic, racial, or disability harassment of student workers, or any employee is illegal*
- *The employer must ensure that regular, full-time employees, or other students, do not harass student workers.*
- *Harassment of others by you may result in your immediate dismissal from the program.*
- *Immediately report any harassment to your faculty supervisor.*
- *Resolution may include placing you in another site.*

#### *Tips to Reduce Safety Risks:*

- *Have clear boundaries: don't give mixed messages.*
- *Trust your "gut feeling" about situations to avoid.*
- *Be clear and responsible in your communication with others.*
- *Be aware of nonverbal cues that can alert you to a problem.*
- *Don't assume the other person knows what you do or do not want.*
- *Use the buddy system walking in/around assigned neighborhoods.*
- *Avoid secluded places.*
- *Devise an action plan in advance for what you will do if confronted with an uncomfortable client situation.*
- *Remove yourself from the situation immediately if you are feeling controlled or unsafe.*

**College of Saint Elizabeth Social Work Program  
Academic Year  
2018-2019**

**Field Experience Assessment**

Available via: [docs.google.com/forms/d/1EsF6xkzSp52KltdujWGhcwAjPoCNT3lqkOb-djJQsqw/edit](https://docs.google.com/forms/d/1EsF6xkzSp52KltdujWGhcwAjPoCNT3lqkOb-djJQsqw/edit)

Please use the following scale to provide feedback regarding the field placement you have just completed.

I was able to talk to my Field Instructor when I needed to or had a question.

Completely Disagree				Completely Agree
1	2	3	4	5

My Field Instructor supported my professional growth.

Completely Disagree				Completely Agree
1	2	3	4	5

The Agency valued my contribution.

Completely Disagree				Completely Agree
1	2	3	4	5

I felt part of the team at the agency.

Completely Disagree				Completely Agree
1	2	3	4	5

I was able to apply what I learned in classes to my field placement.

Completely Disagree				Completely Agree
1	2	3	4	5

I would recommend this placement.

Completely Disagree				Completely Agree
1	2	3	4	5

My field placement challenged me.

Completely Disagree				Completely Agree
1	2	3	4	5

My field experience supported my professional growth.

Completely Disagree				Completely Agree
1	2	3	4	5

What aspects of your field placement were most useful or valuable?

What aspects of your field placement best prepared you for a career in social work?