

SOCIAL WORK PROGRAM

FIELD EDUCATION MANUAL



MANSFIELD UNIVERSITY
Mansfield, Pennsylvania 16933

SOCIAL WORK ADVISING FACULTY:

Tiffany Welch, Ph.D., DSW, LSW
Chairperson, Program Director
Field Director
Telephone: 570-662-4494
twelch@mansfield.edu

Mary Daly, Ed.D, LMSW, BSN
Associate Professor of Social Work
Telephone: 570-662-4763
mdaly@mansfield.edu

Lisa Kunzmann, LSW
Adjunct Instructor of Social Work
570-662-4489
lkunzman@mansfield.edu

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SOCIAL WORK PROGRAM OVERVIEW

PROGRAM'S MISSION STATEMENT

The mission of Mansfield University' Social Work Program is to prepare baccalaureate social workers in the betterment of society, guided by the knowledge, values and skills of the profession. Consistent with the mission of a small public university grounded in a liberal arts education, we are committed to promoting leadership development through character, scholarship, cultural awareness and service to humanity.

PROGRAM'S GOALS

The five Social Work Program goals are to:

1. Educate future social workers who will lead the profession in service to their communities (local, regional and beyond).
2. Provide an academically challenging curriculum that models the tenets, values and ethics that serve as the foundation for generalist social work practice.
3. Promote social and economic justice through critical inquiry.
4. Provide field education that enhances the student's connection between theory and application, and increases awareness of diversity and research-informed practice.
5. Promote diversity and cultural awareness through exposure to course content and cross-cultural activities and experiences.

PROGRAM'S CORE COMPETENCIES

It is the expectation that the student graduating from the Mansfield University Social Work Program will be able to:

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

PROGRAM'S DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

The definition of generalist practice that has been adopted by the program, and as found in EP B2.2 of the CSWE accreditation standards, is:

Generalist practice is grounded in the liberal arts and person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice of individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social practitioners in incorporate

diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of the context on professional practice. BSW practice incorporates all of the core competencies.

PROGRAM'S ADMISSION AND RETENTION STANDARDS

The process by which the student will advance in the Social Work Program is as follows:

1. The student declares Social Work as his or her major and makes plans to complete the orientation course SWK 2246.
2. Prior to enrolling in the first practice class (*SWK 3350, 3351, 3352, 3353*), the student applies for candidacy into the Social Work Program. The complete application will be reviewed by the Faculty Evaluation Committee. The candidacy application must be approved by the Faculty Evaluation Committee before the student enrolls in any practice course. The student will be evaluated on the basis of:
 - completion of the application form;
 - record of grade achievement (a minimum cumulative QPA of 2.50);
 - evidence of professional commitment and participation (e.g., sustained activity in the Social Work Club, participation in other professional, community, and/or campus-based organizations that demonstrate interest in the profession through volunteer agency experiences and other experience; and participation in prior courses; and
 - evidence of acceptance of and commitment to the National Association of Social Workers *Code of Ethics*.

These four components, each worth 10 points, will be reviewed and rated by the Faculty Evaluation Committee. A minimum score of 30/40 is required for acceptance.

3. The student will apply for placement into Field Education (Appendix A). The completed application is reviewed and must be approved by the Faculty Evaluation Committee. The application packet is completed at the beginning of the semester prior to entering Field Education. The applicant is evaluated on:
 - an application form;
 - record of grade achievement in practice courses (a minimum grade of C+ in each practice course);
 - evidence of continued professional commitment and participation; and
 - evidence of continued commitment to the National Association of Social Workers *Code of Ethics*.

These four components, each worth 10 points, will be reviewed and rated by the Faculty Evaluation Committee. A minimum score of 30/40 is required for acceptance.

FAILURE TO ADVANCE IN PROGRAM

A student may be dismissed from the Social Work Program based on determination by the Faculty Evaluation Committee for reasons such as:

- Failure to adhere to professional behavior or actions consistent with the National Association of Social Workers *Code of Ethics*.
- Failure in Field Education.
- Failure to meet Social Work Program admission and retention standards.

A student may appeal any advancement decision by petitioning the Office of the Provost.

FIELD EDUCATION

Introduction to Field Education

Field education in Social Work refers to agency-based learning experiences, which involve client-centered practice with individuals, families, groups, and community client systems. The Social Work Program's Field Education requires a 500-hour supervised field experience during the final semester of the Social Work curriculum. Field Education reinforces the student's identification with the purposes, values, and ethics of the profession, fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence at the generalist level of practice. It is designed to give the student the opportunity to apply his or her knowledge base and skills under supervision. In all Field Education experiences, the student is expected to abide by the National Association of Social Workers *Code of Ethics* and work within the participating agency's mission and practice protocols.

Prerequisites for Field Education are the completion of all Social Work major required courses with the exception of *SWK 4453 (Field Seminar)*, taken concurrently with *SWK 4452 (Field Education)*, and acceptance of the Field Education Application.

Relationship of Field Education to Program Objectives and Content Areas

All nine Social Work core competencies are addressed in Field Education and the successful completion of the capstone paper and presentation, as evidenced in the *SWK 4452 (Field Education)* and *SWK 4453 (Field Seminar)* syllabi (Appendices H and I). The ten core competencies contribute to the Field Education experience and its successful completion. This relationship is graphically displayed below.



Progression of Field Education Experiences

Exposure to Field Education is an attempt to support the professional socialization of the student into the field of Social Work. This is accomplished by establishing incremental exposure to different agencies and several fields of practice, and by providing the opportunity to meet and observe practitioners with different professional styles and skills. It is designed to enable the student to progressively apply classroom content to experiential learning, thereby facilitating theory-practice linkages, vital to informed professional Social Work practice.

Field Education in the Social Work Program is a progressive process that exposes the student to experiential and practical components of Social Work through a series of interactions with human service agencies and professional social work practitioners.

Pre-professional Field Education assignments are agency-based, client-centered activities that expose the student to Social Work practice early in the curriculum. These pre-professional experiences are embedded in required Social Work classes, have associated assignments, and are coordinated through the course instructor.

1. Interview and Agency Tour

The student in *SWK 2246* will conduct an on-site interview with a professional social worker regarding the field of practice, clientele, and service delivery, and will receive a tour of the practitioner's agency.

2. Agency Analysis

The student in *SWK 2246* will interview a practicing social worker and write a report answering questions designed to further the student's understanding of the value base of the profession and its ethical standards and principles, and how a practitioner addresses ethical issues in a social service agency.

3. Shadow Placement

The student in *SWK 2246* will perform a 30-hour shadow placement in an agency, observing a social worker in performing service delivery to clients.

From this groundwork, the student is exposed to additional experiences throughout the curriculum that prepares him or her for *SWK 4452 (Field Education)* and *SWK 4453 (Field Seminar)*. Field Education culminates in the final semester of the Program in a full-time experience only after the completion of all courses required by the Social Work Program.

The student in *SWK 4452 (Field Education)* and the integrating *SWK 4453 (Field Seminar)* engages in an agency-based, semester-long educational experience comprised of 500 hours during a semester. Under the supervision of an experienced social worker the Field Education student will move from 1) observing, to 2) assisting, to 3) performing the functions expected of a beginning-level generalist social work practitioner. The *Field Seminar* is designed to assist the student's integration of the experience with Social Work concepts learned in the classroom through the provision of peer support, discussion of Field Education experience issues, and exploration of specific topic areas. Additional details are provided in the syllabi for *SWK 4452 (Field Education)* and *SWK 4453 (Field Seminar)* in Appendices H and I.

PLANNING FOR FIELD EDUCATION

Areas of Practice

When considering a potential Field Education site, it may be helpful to review the major fields of practice recognized by the profession, some of which are listed below:

Children and Youth

This includes an array of service delivery systems serving children and adolescents. Practice setting examples range from pregnancy counseling centers, foster care and adoption agencies, agencies investigating neglect and abuse, residential service settings such as group homes, school-based social work, and programs for youthful offenders.

Gerontology

This includes service delivery to elderly people in a variety of settings. Examples of settings include adult day care centers, public social services, at-home support services, and skilled care nursing homes.

Health Care

This focuses on people of all ages and diagnoses involved in health care settings. Examples of such settings include medical care in hospitals, services provided in hospice settings, and home-based health care settings.

Developmental Disabilities

This includes a wide variety of service options for people with developmental disabilities. Practice settings typically include independent living arrangements, group homes, and day treatment centers.

Mental Health/Mental Illness

This encompasses services provided to people with mental illnesses and mental health issues. Practice settings include in-patient, out-patient, community-based, long-term residential, psychosocial day programs, partial hospitalization, and transitional living centers.

Poverty

This deals with issues related to poverty and economic disenfranchisement as manifested in unemployment, homelessness, malnourishment, starvation, and illiteracy. Practice settings range from public welfare offices to a network of public and private charitable organizations.

Substance Abuse/Alcoholism

This covers issues related to abuse and addiction. Practice settings include detoxification centers, in-patient, out-patient treatment programs, and community-based programs.

Additional Possibilities

Other possible areas of practice not mentioned in the categories above:

- | | | |
|------------------------------|----------------------|------------------------|
| Domestic Violence | Disaster Relief | Crisis Intervention |
| Eating Disorders | HIV/AIDS Programs | Family Counseling |
| Victims' Assistance | Pregnancy Prevention | Social Work in Prisons |
| Employee Assistance Programs | Credit Counseling | Veterans Services |

A Resource Guide with information on approved Field Education sites is available for the student's use in the Field Education Director's office Suite Retan 203. It is possible to complete Field Education at an agency that does not appear in the Resource Guide. The appropriateness of the agency will be assessed relative to the Social Work Program objectives, completion of the Field Education training, and the availability of a suitable agency field instructor. Examples of Field Education sites in the region surrounding Mansfield University are:

- | | |
|--------------------------------------|--------------------------------------|
| Concern Professional Services | Harbor Counseling |
| Tioga County Children and Youth | Pathways |
| Soldiers & Sailors Memorial Hospital | Partners in Progress |
| Area Agency on Aging | Corning/Painted Post School District |
| Crossroads Counseling | Bradford County Children and Youth |
| Child Advocacy Center (CAC) | UMPC Susquehanna |

Checklist For Arranging Field Education

Step	Due Date	Activity
#1	by the end of the junior year	<p>The student will obtain 2 copies of the <i>Field Education Manual</i> (downloaded from the Program website).</p> <p>The student will begin exploration of possible Field Education sites. A review of possible sites may occur by accessing the <i>Field Education Resource List</i> available from the Field Education Director.</p>
#2	<p>Field application is due to the Field Education Director</p> <p>Third Thursday of the semester</p>	<p>The student will schedule an appointment with the Field Education Director to discuss eligibility, goals, and possible sites of interest. When attending this appointment, bring:</p> <ol style="list-style-type: none"> 1) a draft of your resume 2) the completed Field Education Application (Appendix A) 3) If seeking placement over 100 mile radius from campus, include letter of request to do so
#3	<p>Faculty Evaluation Committee reviews Field Education Applications</p> <p>No later than two weeks from above deadline</p>	<p>The Faculty Evaluation Committee reviews the application for approval. The Field Education Director sends a letter of acceptance for Field Education to the student. (via email)</p>
#4	<p>Meet with Field Education Director</p> <p>Once you receive the “letter of acceptance” sign up for individual meeting with Field Education Director (directions in acceptance email)</p>	<p>During this meeting, the Field Education Director together with the student identifies 2 or more agencies to contact as possible Field Education sites.</p> <p>The student completes the “Agency Selection Form” prior to this meeting (Appendix B), and leaves a copy with the Field Education Director. The student is NOT to contact any agency not on this preapproved list without prior approval from the Field Education Director.</p>
#5	<p>Student contacts agencies to schedule and complete interviews</p>	<p>The student contacts agencies identified in Step #4 to schedule an interview, using the Telephone Contact Guide for Student Use (Appendix C).</p> <p>The student attends the scheduled interview, using the Agency Interview Guide for Student (Appendix D) as a guide. To each interview, the student will take a:</p> <ol style="list-style-type: none"> 1) current resume 2) Agency Response Form (Appendix E) 3) <i>Field Education Manual</i> for review with the agency field instructor (give 1 copy to the agency instructor ONLY when a final decision has been made). Inform the agency interviewer that at least 2 agencies are being considered and a collaborative decision will be made with the Field Education Director as soon as possible.

#6	Agency Response Forms given to Field Education Director and site finalized Oct. 15th (Spring) March 15th (Summer)	Once the student completes the interview(s), and is officially accepted to complete internship with an agency, the student will return the SIGNED Agency Response Form (Appendix E) to the Field Education Director. The student will meet and discuss the interview(s) with the Field Education Director and collaboratively, the two will finalize the choice of sites.
#7	Write a professional letter of confirmation thanking the agency(s).	The student will write a formal “thank you” letter to all agencies informing them of the decision and thanking them for their time. Timely follow through will leave a good impression and may assist a future student who may be interested in that site. The student will give the Field Education Director the formal thank-you letters in an unsealed stamped addressed envelope.
#8	Give the Field Education Director the Field Education Agreement (appendix F) signed by appropriate agency personnel.	The student will schedule a second meeting with the selected agency to finalize the Field Education Agreement, which must be signed by the agency field instructor and agency administrator (Appendix F). (if accepted at first interview, this may be signed at that time). Give the completed signed contract to the Field Education Director.
#9	Internship Form finalized and given to the Field Education Director November 15 (For Spring) April 15th (for Summer)	The student will complete the Internship Form obtained from the Registrar’s Office (see Appendix G). The completed form will be returned to the Field Education Director to provide registration for SWK 4452 (Field Education). The student will register separately for SWK 4453 (Field Seminar) via the usual Student Self-Service process during the regular registration period.

Approving the Field Education Agency

Agencies selected as Field Education sites must provide opportunities for the student to engage in direct client contact. An agency may be public or private, for profit or not for profit, serving a variety of missions and clientele. An agency must complete an agency profile and is assessed and approved as a Field Education site according to the following criteria:

- a commitment to the values and ethics of professional Social Work practice.
- provision of adequate resources relative to space, supervision, workload, and learning opportunities.
- a commitment to allow qualified staff to participate in field instructor training at least once every seven years.
- a commitment to monitor and evaluate student progress with at least one hour of weekly supervision.
- an opportunity for the student to be engaged in client assessments, including case note recording and intake evaluations.
- an opportunity for the student to be engaged in direct intervention with clients.
- an opportunity for the student to be engaged in advocacy with client systems.

If an agency is unable to provide an on-site supervisor with a BSW or MSW from a Council on Social Work Education (CSWE) approved program, the appropriate supervision may be obtained outside the agency (this MUST be preapproved by the Field Director PRIOR to accepting the placement. The Mansfield University Social Work Program assumes responsibility for more closely supervising such arrangements in order to insure that the student obtains a Social Work perspective.

Approving the Agency Field Instructor

Providing sound supervision is at the heart of a successful Field Education experience. The Social Work Program requires that each field instructor complete a "Field Instructor Profile Form" (Appendix P). A field instructor is chosen without regard to race, color, religion, creed, handicap, ancestry, national origin, age or gender in accordance with state and federal laws. The Social Work Program is committed to providing equal opportunity for all constituents regardless of political and sexual orientation.

Each field instructor is assessed and approved according to the following criteria:

- A willingness to participate in field related training at least every seven years or more frequently as Program changes occur.
- A Social Work degree (the MSW is strongly encouraged) from a program accredited by the Council on Social Work Education (CSWE).
- A minimum of two years of Social Work practice experience.
- A commitment to teaching.
- A commitment to providing weekly supervision for a minimum of one hour.
- A commitment to professional social work values and ethics in Social Work practice.
- A commitment to monitor student progress and evaluate student learning using the format prepared by the Social Work Program.

SPECIAL CONSIDERATIONS

Background Checks

Any student who will work with children in his or her Field Education must undergo background checks including a child abuse clearance and a criminal record check. In Pennsylvania, the student should consult Chapter 63 of 23 PA. In New York State the student in a school setting should refer to the Consolidated Statutes Annotated for New York - Sections 305(30), 3004-b, 3004-c, and 3035 as amended by Chapter 180 of the Laws of 2000, and Part 87 of the Commissioner's Regulations of the Education Law. For the student in a New York State Children and Youth setting, it is Social Services Law 424-a. These clearances should be completed several weeks prior to the planned start of Field Education. The necessary forms can be obtained from the Field Education Director or found on-line at the Civil Service Commission websites (for Pennsylvania: <http://www.scsc.state.pa.us> and for New York - <http://www.cs.state.ny.us/pdf/ocapp.pdf>)

Distance Requirement

Agencies for Field Education are selected from within a 100-mile radius of the Mansfield University campus. Exceptions will be made for the following reasons:

- A student desires a specialized Field Education experience that cannot be obtained locally.
- There are extenuating circumstances that make it impossible for the student to complete his or her Field Education within the 100-mile radius.
- The student wishes to be placed in a site outside of the United States.

Cost savings by living at home do not alone constitute a reason for being placed outside a 100-mile driving radius of the campus. While a student's need to save money is respected, the Social Work Program cannot accommodate everyone because of difficulty in providing adequate supervision at further distances. It is also much easier for the student to return to campus for *SWK 4453 (Field Seminar)* sessions if the Field Education site is closer to campus.

A student wishing an exception must include a letter with the Field Education Application that indicates the reasons for seeking a Field Education site at a further distance. The Faculty

Evaluation Committee will consider this request and notify the student regarding the outcome of the decision in a timely manner.

International Field Education

International Field Education is supported by the Social Work Program whenever possible. In order to accommodate a student abroad, exceptions will be made regarding attendance in *SWK 4453 (Field Seminar)*. The student is expected to complete required Field Education assignments, and as a result of missing campus class meetings, will complete comparable alternative assignments. There also may be accommodations made regarding on-site field faculty visitation. International Field Education sites will be approved according to the Social Work Program's current Field Education protocol. The student must be in compliance with university policies regarding international experiences.

Credit for Previous Experience

A student will not receive credit toward the BSW degree for life experience or previous work experience. Internship credits received in associate degree programs will not be applied toward the BSW Field Education requirements.

Current Employment at a Field Education Site

The student is discouraged from using an agency in which he or she is currently employed as a Field Education site because faculty believe it is important for a student to have varied Social Work experiences. When an agency in which the student is employed is used, the agency must demonstrate that:

- the employment setting meets the selection criteria for field sites;
- there will be appropriate opportunities to meet the objectives of the Mansfield University Social Work Program; and
- the agency will provide additional experiences beyond the student's normal job responsibilities so that the Field Education is more than a continuation of paid employment. Both the job assignment and the supervision must be distinct from the student's regular job assignment.

Additional Employment While Completing Field Education

Trying to work in addition to completing Field Education is not recommended. If a student must work full time while also enrolled in Field Education, the student is encouraged to make arrangements to extend the hours for Field Education into the next semester. The student who wishes to do this should consult with the Field Education Director and his or her faculty liaison to develop a feasible plan.

Paid Field Education

In rare instances, a student has received compensation for his or her Field Education experience. One example of a paid Field Education experience is the CWEB (Child Welfare Education for Baccalaureates), a child welfare program in the state of Pennsylvania. CWEB provides a paid experience, plus tuition, for one academic year for the qualified candidate. This is further described below.

CWEB (Child Welfare Education for Baccalaureates)

CWEB provides an excellent opportunity for the student interested in child welfare. CWEB was designed to professionalize the child welfare practice area. This program offers the student a monthly living stipend of \$600 for eight months, tuition for two semesters, and funding towards child welfare textbooks. The two options for a student is completion of a total of 975 Field Education hours or the Social Work Program's regular 500-hour Field Education. Both options must be completed in a child welfare agency in Pennsylvania. The student who completes the full 975-hour experience as a social casework intern will receive a financial bonus and is exempted from the Pennsylvania Civil Service examination. An interested student should apply for CWEB in

his or her junior year and must have completed 75 credit hours prior to beginning the Field Education hours. A student is not required to be a Pennsylvania resident to participate in CWEB, but must agree to work in Pennsylvania in a child welfare agency for one year following graduation and successfully complete *SWK 3321 (Child Welfare)*. The student interested in the CWEB program should contact the Field Education Director during the first semester of his or her junior year for additional information and application materials.

Liability Insurance

Liability insurance for the student engaged in Field Education is not required by the University, but is strongly recommended. Some field agencies require it. The University does not provide liability insurance that covers the student for liability or harm to clients. A student may purchase professional liability insurance at reasonable rates from the NASW Insurance Trust Application forms are available online at: <https://naswinsure.com/>

Criminal Records

If a student has a criminal record, Field Education sites may be limited. It is important for the student to acknowledge any potential problems on the field education application and discuss these issues with the Field Education Director during your very first individual meeting with the Field Education Director.

Unscheduled Termination

In unusual circumstances, it may be necessary to terminate a Field Education placement. Every attempt will be made to avoid this alternative by actively seeking to resolve problems that arise during the Field Education experience. The following conditions constitute reasons for unscheduled terminations:

- the student's disregard for agency protocol or philosophy;
- the student's failure to abide by the Field Education Agreement;
- the student's inability to establish and sustain worker-client relationships;
- the student's failure to submit assignments required by the Social Work Program in a timely and satisfactory manner;
- the student's breach of the National Association of Social Workers *Code of Ethics*;
- the agency's failure to provide appropriate and adequate learning opportunities for the student's Field Education to complete Program objectives; or
- the agency's failure to provide appropriate supervision.

An unscheduled termination is a very serious matter. If an unscheduled termination should occur, the Program's faculty will determine the appropriate course of action, including one of the following alternatives:

- the student will be placed at another appropriate agency as soon as possible;
- the student will need to complete the appropriate number of hours the following semester;
- the student will move to another field site and hours will be adjusted; or
- the student will fail *SWK 4452 (Field Education)*.

Evaluation of Field Education

Performance in Field Education centers on the student's level of mastery in demonstrating the program objectives in the context of the agency's service delivery system. Grades for Field Education are determined by the faculty liaison. Grading is based on the following:

- timely completion of an appropriate and original Learning Plan;
- completion of Field Education assignments;
- midterm and final evaluations completed by the agency field instructor;
- field site visit/virtual conferences between the student, agency field instructor, and faculty liaison; and

- capstone presentation and paper.

Extensions

If it is necessary for a student to work beyond the semester to complete the required 500 hours, the student will need to work with his or her faculty liaison to develop a written contract for that purpose. Notification must be given to the University Registrar by the faculty liaison. The student is also required to inform the Field Director of such an extension request.

Field Disruption Contingency Plan

The Mansfield University BSW program has developed and will implement the following contingency plan when there is a disruption to students' social work field placements due to local, state or national emergencies or events.

As emerging professionals, BSW students are empowered to make an informed decision and consider options regarding attendance in field related to health and safety. We support the informed decisions that our students make. With that being said, the student is always to follow the directives of Mansfield University administration and the Social Work BSW program first as it relates to their safety.

If an event occurs that affects Mansfield University BSW program, the following plans and protocols should be followed regarding field education:

1. Students should be in communication with their MU BSW field faculty liaison immediately upon learning of any agency closures, internship disruptions, or mandates.
2. Students should inform the agency immediately both in writing and verbally of mandatory disruptions in internship placements required by Mansfield University.
3. Students should contact the field instructor/task supervisor at the field site to determine if there are mandatory procedures that need to be adhered to in the event of an agency closure
4. If MU administration has determined it safe to be in field and the field site is open, students should plan to attend field as scheduled while closely monitoring their own health and safety.

Contingency Plan for Closures

If students choose or are advised/required to stay home by their field site, the university, and/or the local, state or federal government, the social work department along with MU administration has developed the following option for students to be able to continue acquiring field hours through remote or virtual activities.

Immediately following the learning of the field education disruption, students should request the option for remote field activities. Students must communicate by email (or other means) with their faculty liaison and current field instructor to obtain approval and then submit an updated learning plan at a date mutually agreed upon by both student and faculty liaison plan to work remotely must include:

1. A highlighted learning plan that demonstrates
 - a. what activities have already been completed to date.
 - b. selected activities and competencies that remain to be addressed.
2. A newly developed (or updated) Learning Plan that includes:
 - a. New activities that will supplement the previous listed activities on the learning plan.
 - b. The anticipated completion date and the amount of time for new activity completion.
3. Continued weekly supervision.
4. Continued weekly journals with all completed activities provided to the faculty liaison.
5. The updated learning plan with added activities must be approved by both the faculty liaison and the field instructor before beginning remote field activities.

6. Once approved, the newly approved learning plan will be uploaded to D2L and/or provided to the Faculty Liaison digitally, however they may request it.
7. If disruption occurs, all previously scheduled site visits will be conducted virtually unless otherwise requested/allowed by University administration.

This policy is designed to address short-term field placement disruptions of a maximum of 30 business days or 6 weeks. If the field placement disruption continues beyond 30 business days, the BSW program faculty and the MU administration will determine the most appropriate response to support students in determining how to address field education requirements.

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, NASW ethical standards, and organizational policies to ensure the confidentiality of clients.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

While each student will want to follow their agency protocols around the use of technology and confidentiality, the following best practices should be adhered to by all MU BSW students:

- Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, hide your caller ID when making outgoing calls to clients.
- Do not connect with clients via your personal social media accounts (Instagram, Facebook, Twitter, etc.).
- Do not give your clients your personal email, cellphone number or text them.
- Position web cameras so that others can only see your face- all visible confidential data should be removed from camera view.
- Conduct all sensitive conversations in a private space, ensuring you are being mindful of the potential for family members or bystanders to overhear any portion of your discussions.
- In your online interactions with clients, if a client discloses any information that is concerning, follow all agency protocol and consult with your field instructor immediately.
- When appearing in a synchronous space with others, be sure to dress and act professionally. Even though you're online, this is an extension of your field placement and you should behave professionally.
- Please direct questions about this policy to your BSW Faculty Liaison.

Potential Remote Field Education Activities by CSWE Competency

Potential remote field education activities provided by CSWE Competency can be found in Appendix Q

ROLES AND RESPONSIBILITIES OF FIELD EDUCATION PARTICIPANTS

Roles and Responsibilities of The Social Work Program

Field Education in Social Work is an integral part of the academic curriculum. As such, Field Education is closely directed and tracked by faculty members of the Social Work Program.

The Social Work Program responsibilities include:

- providing training for field instructors, including information on the social work curriculum, required courses and program learning objectives, and supervision;
- preparing the *Field Education Manual*;
- designating a Field Education Director to serve as a support for the Field Education student, agency field instructor, and agency;
- updating and maintaining current Agency Profile information every seven years unless requested earlier by the Field Education Director(Appendix O);
- Maintaining the Field Education Resource Guide for student use;
- matching the appropriate agency site and field instructor with each student; and

- integrating experiential learning with *SWK 4452 (Field Education)* by providing a concurrent *SWK 4453 (Field Seminar)*;

Roles and Responsibilities of The Faculty Liaison

A faculty liaison is assigned to each student in Field Education and conducts a minimum of two site visits during the Field Education experience. The first on-site visit is typically scheduled within the first two to three weeks of Field Education. The purpose is to insure that the Field Education experience has commenced successfully. The primary focus is on the review of the learning plan and the appropriateness of the agency to match the student's learning needs. The second visit occurs near the end of the completed hours to bring closure to the affiliation between the student, agency field instructor, agency and university. The capstone paper and presentation are presented at this time, and an evaluative review of the experience is a focus.

The faculty liaison's responsibilities include:

- providing support to the student and agency field instructor;
- Providing weekly feedback on student journals/assignments;
- problem-solving issues that may arise and communicating these issues to the Field Education Director;
- guiding the development of the learning plan (Appendix J);
- assisting the student's integration of academic and experiential learning;
- clarifying the requirements of the Program;
- conducting at least two visits (on-site or over 100 miles from Mansfield University it will be virtual-via skype/facetime/etc.) with the student and field instructor; and
- tracking student progress and determining a grade for Field Education.

Roles and Responsibilities of the Agency

Agencies selected as Field Education sites must provide opportunities for the student to engage in direct client contact. An agency must complete a "Field Education Agency Profile Form" (Appendix O) that is provided by the Program.

Agency responsibilities include:

- an interest in providing a Field Education opportunity.
- providing adequate resources relative to space, supervision, workload, and learning opportunities;
- allowing qualified staff to participate in field instructor training at least once every seven years; and
- providing the student with adequate time to meet with a BSW/MSW supervisor a minimum of 1 hour per week.

Roles and Responsibilities of the Agency Field Instructor

The role of the agency field instructor is to provide learning opportunities that guide the student in the performance of competent ethical Social Work practice according to standards established by the agency and the profession for beginning generalist practitioners. The field instructor is supported in this role by the Social Work Program and faculty liaison.

Agency Field Instructor responsibilities include:

- attending field instructor training provided by the Mansfield University Social Work Program at least once every seven years;
- providing the student with opportunities to meet Program objectives as indicated in the Learning Plan (Appendix J);
- guiding the student's professional development as a generalist practitioner at the beginning level;

- providing professional supervision of the student's performance through one hour of weekly supervision;
- evaluating the student's performance; and
- notifying the faculty liaison if problems or issues arise.

Roles and Responsibilities of the Student

The role of the student in Field Education is to apply, in a practice setting, all the theories and skills learned in the classroom. The student is supported in this role by the faculty liaison and the agency field instructor.

Student responsibilities include:

- informing the agency field instructor about the Social Work Program curriculum and objectives, required courses, and previous Social Work experience;
- negotiating and maintaining an appropriate schedule for Field Education including a total of 500 hours;
- arranging reliable transportation to and from the agency;
- developing agendas for weekly conferences (supervision) with the agency field instructor including discussion of intervention with clients, questions regarding work with client systems, agency protocol, ethical issues, and completion of Field Education requirements;
- taking an assertive and responsible attitude in developing and achieving all learning objectives via in the Learning Plan (Appendix J);
- recording hours completed in Field Education (Appendix K);
- abiding by agency policies and practices;
- abiding by the National Association of Social Workers *Code of Ethics*; and
- notifying the faculty liaison if problems or concerns arise.

Resolution of Problems

In the event that any type of unforeseen problem, conflict, point of friction, etc. occurs, the site supervisor, the field education director, and the student will meet to (1) assess and discuss the issue at hand, (2) formulate an action plan to address, (3) continue to meet weekly to insure effective execution of said plan, refine as necessary, or discontinue based on the merit of progress made. Specific criteria will be identified collaboratively in respect to specific requirements for all parties involved.

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**Field Education Application
Mansfield University Social Work Program**

Name:			
Local Mailing Address			
Home Mailing Address			
Home phone:			Overall GPA:
Cell phone:			Social Work GPA:
Email:	Note: GPA's can be found on Web Advisor.		
Do you have a driver's license __ yes __ no			Do you have a car? __ yes __ no

Successful Field Education:

- Builds upon a knowledge base reflected in the required courses;
- Provides an opportunity to practice Social Work at a beginning level in the Social Work field under individual supervision; and
- Involves a 12-credit hour course accomplished at field sites AND a 3-credit hour Field Seminar held on the Mansfield campus.

The application process includes submission of this form, a resume and a current academic Program Evaluation from Web Advisor. A student must satisfactorily complete all required Social Work courses prior to entering Field. Grades for practice courses (*SWK 3350, 3351, 3352, and 3353*) *should be "C+" or better*. Prior to application submission, the Field Director should be consulted: 1) if practice courses have not been completed within two years of an application and 2) for special issues, such as the existence of a criminal record, which may limit a student's Field Education sites.

Approval for Field Education includes the submission of this application to the Field Education Director and acceptance for Field by the Faculty Evaluation Committee. This application will be evaluated on the following four components. Each component is worth 10 points. A minimum score of 30/40 is required.

- quality of application;
- record of grade achievements in practice courses (a minimum grade of "C+");
- evidence of continued professional commitment and participation; and
- evidence of continued commitment to the *NASW Code of Ethics*.

If faculty have concerns regarding a student's ability to function in a Social Work practice setting, these concerns will be shared with the student by the Field Education Director. A decision will be made in a timely manner by the Faculty Evaluation Committee and notification given regarding the application and readiness for Field Education.

Faculty Use Only: Rating Scores			
Application:	/10	GPA:	/10
Self-reflection:	/10	NASW/Ethics:	/10

Please type the requested information for the application:

- a. Describe where the *SWK 2246* Shadow Placement (or a comparable >30 hour observation) was conducted.
- b. Describe any additional class-required exposure in social work practice settings.
- c. Describe any additional volunteer experiences in a social service setting.
- d. Describe one skill developed in a practice class that will be most beneficial in Field Education.
- e. Describe what has been learned in practice classes that has enhanced a continued commitment to the NASW Code of Ethics.
- f. Discuss qualifications for practice, including the ability to establish and sustain a relationship, deal with diversity, and show an understanding and concern about social and economic justice.
- g. Describe short and long term personal goals: 1) write a brief description about the type of agency in which there is the most interest and 2) project what the student expects to be doing in five years in the field of Social Work.
- h. If applicable, describe any prior arrest or conviction that may negatively impact the federal and state background clearances required for some field placements.
- i. If requesting a field placement over 100 miles away from Mansfield, explain the need and provide a transportation and a temporary housing plan for campus return for the field seminars.
- j. Please note any information that will help the Field Education Director accommodate specific Field Education needs. Examples of this information may be a physical or mental impairment which substantially limits a major life activity, a record of substance abuse addiction, a learning disability or other concerns.

Statement of acknowledgement:

The student has reviewed the policies in the Social Work Student Handbook and the Field Education Manual (See <http://www.mansfield.edu/social-work/forms-manuals.cfm>) prior to application submission.

Signature of Student: _____ Date: _____

PLEASE SUBMIT BOTH PAGES OF THE APPLICATION, A RESUME AND AN ACADEMIC PROGRAM EVALUATION FROM STUDENT SELF-SERVICE.

INCOMPLETE APPLICATIONS WILL BE RETURNED TO THE STUDENT AND MAY DELAY APPROVALS FOR FIELD EDUCATION.

Agency Selection Form
Mansfield University Social Work Program

Student Name:	
Date:	
Semester for Field Education:	

Agencies Selected for Possible Field Education Sites:

AGENCY #1	
Agency Address	
Contact Person	
Contact Phone #	
Contact E-mail Address	

AGENCY #2	
Agency Address	
Contact Person	
Contact Phone #	
Contact E-mail Address	

AGENCY #3	
Agency Address	
Contact Person	
Contact Phone #	
Contact E-mail Address	

Agency Selection Form
Mansfield University Social Work Program

Student Name:	
Date:	
Semester for Field Education:	

Agencies Selected for Possible Field Education Sites:

AGENCY #1	
Agency Address	
Contact Person	
Contact Phone #	
Contact E-mail Address	

AGENCY #2	
Agency Address	
Contact Person	
Contact Phone #	
Contact E-mail Address	

AGENCY #3	
Agency Address	
Contact Person	
Contact Phone #	
Contact E-mail Address	

Telephone Contact Guide for Student Use Mansfield University Social Work Program

This guide is designed to help the student make the initial contact with an agency. Below are some useful suggestions.

- May I speak to _____ ?
- (If the agency field instructor/supervisor is not available, leave a message with name, telephone number, and reference to Mansfield University Social Work Field Education Program. Ask for a good time to call back and follow through).
- Introduce self by name and student status.
- “The purpose of my call is to schedule an interview with you to discuss the possibility of completing my field education under your supervision.”
- Set date, time and location of interview.
- Get directions to agency. Read back to insure accuracy.
- Re-state date, time and location of interview.
- Thank the agency field instructor for opportunity.
- Provide telephone number and e-mail in case the agency field instructor needs to make contact.
- Conclude call.

**Agency Interview Guide for Student Use
Mansfield University Social Work Program**

The personal interview should focus on:

- The student's personal and professional interests and experiences;
- An explanation of the Mansfield University Social Work Program, especially Field Education requirements;
- What is wanted/needed from the Field Education experience: and
- How the agency and supervisor can assist with professional development.

* * * * *

Use the following checklist to help guide the interview:

- 1) Explain interest in the specific agency.
- 2) Ask about agency:
 - _____ philosophy/mission
 - _____ programs
 - _____ clientele
 - _____ services provided
- 3) Ask about agency expectations of a Social Work Field Education student.
- 4) Inform agency supervisor/field instructor of Social Work Program requirements for a student regarding:
 - _____ two interviews
 - _____ the learning plan
 - _____ direct experience with clients
 - _____ advocacy potential
 - _____ supervision for one hour per week by a qualified field instructor
 - _____ 500 hours; 14 & ½ weeks full-time Field Education experience
- 5) _____ Can agency provide opportunities for each of these areas? (These opportunities will become learning activities in the learning plan.)
- 6) _____ Outline the role of university and faculty liaison.
- 7) _____ Share a copy of the "Field Education Agreement" (Appendix F). This is an agreement between the student, the University, and the agency that outlines the responsibilities of each party.
- 8) _____ Provide the agency supervisor with an Agency Response Form (Appendix E) and personally deliver the signed response form.

**Agency Response Form
Mansfield University Social Work Program**

I _____ have met with _____
 (Agency Interviewer) (Student)

regarding the possibility of performing a social work Field Education experience at

_____ under my supervision for the
 (Agency)

_____ semester, _____.
 (Spring/Summer) (Year)

I understand that Mansfield University's Social Work Program requires that the student engaged in Field Education must have the opportunity to: perform client assessments including case note recording and intake evaluations; engage in direct intervention with clients; engage in advocacy functions during the course of the Field Education; and receive at least one hour of weekly supervision.

I will: (check one)	
<input type="checkbox"/>	Accept the student for their Field Education experience
<input type="checkbox"/>	Not accept a student at this time
Comments:	

Signature: _____

Title: _____

Printed Name: _____

Telephone: _____

Email Address: _____

**Agency Response Form
Mansfield University Social Work Program**

I _____ have met with _____
 (Agency Interviewer) (Student)

regarding the possibility of performing a social work Field Education experience at

_____ under my supervision for the
 (Agency)

_____ semester, _____.
 (Spring/Summer) (Year)

I understand that Mansfield University's Social Work Program requires that the student engaged in Field Education must have the opportunity to: perform client assessments including case note recording and intake evaluations; engage in direct intervention with clients; engage in advocacy functions during the course of the Field Education; and receive at least one hour of weekly supervision.

I will: (check one)	
<input type="checkbox"/>	Accept the student for their Field Education experience
<input type="checkbox"/>	Not accept a student at this time
Comments:	

Signature: _____

Title: _____

Printed Name: _____

Telephone: _____

Email Address: _____

**Field Education Agreement
Mansfield University Social Work Program**

Field Education is a 500-hour, full-time Field Education experience in which a senior majoring in Social Work is placed in an agency to work under the supervision of an experienced practitioner in the delivery of social work services.

I. GENERAL AGREEMENT

STUDENT	
Name:	
Address:	
Telephone:	
Email:	

AGENCY	
Name:	
Address:	
Field Instructor:	
Title:	
Telephone:	
Email:	

FIELD EDUCATION HOURS							
Start date: _____				End date: _____			
Weekly Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Designated appointment(s) for supervisory conference (1 hr. per week):							
Holidays, university breaks, sick time, and proposal for making up lost hours:							

APPROVALS

Understanding the agreements, responsibilities, and conditions delineated above, the undersigned agree to participate in Field Education of Mansfield University’s Social Work Program for

 (semester, year)

PARTICIPANT	SIGNATURE	DATE
Student		
Agency Administration		
Agency Field Instructor		
Mansfield Univ. Field Director		
Faculty Liaison		

II. RESPONSIBILITIES OF FIELD EDUCATION PARTICIPANTS

A. The Social Work Program’s responsibilities include:

- providing training for field instructors, including information on the social work curriculum, required courses and program learning objectives, and supervision;
- preparing the *Field Education Manual*;
- designating a Field Education Director to serve as a support for the Field Education student, agency field instructor, and agency;
- updating and maintaining current Agency Profile information every seven years unless requested earlier by the Field Education Director (Appendix O);
- Maintaining the Field Education Resource Guide for student use;
- matching the appropriate agency site and field instructor with each student; and
- integrating experiential learning with *SWK 4452 (Field Education)* by providing a concurrent *SWK 4453 (Field Seminar)*;

B. The faculty liaison’s responsibilities include:

- providing support to the student and agency field instructor;
- problem-solving issues that may arise and communicating these issues to the Field Education Director;
- guiding the development of the learning plan;
- assisting the student’s integration of academic and experiential learning;
- clarifying the requirements of the Program;
- conducting at least two on-site (will be virtual: SKYPE, Facetime, Other Technology if over 100 miles from Mansfield University) visits with the student and field instructor; and
- tracking student progress and determining a grade for Field Education.

C. The agency’s responsibilities include:

- an interest in providing a Field Education opportunity.
- providing adequate resources relative to space, supervision, workload, and learning opportunities; and
- allowing qualified staff to participate in field instructor training at least once every seven years.

D. The agency field instructor's responsibilities include:

- attending field instructor training provided by the Mansfield University Social Work Program at least once every seven years;
- providing the student with opportunities to meet Program objectives as indicated in the Learning Plan (Appendix J);
- guiding the student's professional development as a generalist practitioner at the beginning level;
- providing professional supervision of the student's performance through one hour of weekly supervision;
- evaluating the student's performance; and
- notifying the faculty liaison if problems or issues arise.

E. The student's responsibilities include:

- informing the agency field instructor about the Social Work Program curriculum and objectives, required courses, and previous Social Work experience;
- negotiating and maintaining an appropriate schedule for Field Education including a total of 500 hours;
- arranging reliable transportation to and from the agency;
- developing agendas for weekly conferences with the agency field instructor including discussion of intervention with clients, questions regarding work with client systems, agency protocol, ethical issues, and completion of Field Education requirements;
- taking an assertive and responsible attitude in developing and achieving learning objectives via the Learning Plan (Appendix J);
- recording hours completed in Field Education (Appendix K);
- abiding by agency policies and practices;
- abiding by the National Association of Social Workers *Code of Ethics*; and
- notifying the faculty liaison if problems or concerns arise.

III. UNSCHEDULED TERMINATION

In unusual circumstances, it may be necessary to terminate a field placement. Every attempt will be made to avoid this alternative by actively seeking to resolve problems that arise during the Field Education experience. The following conditions constitute reasons for unscheduled terminations:

- the student's disregard for agency protocol and philosophy;
- the student's failure to abide by the Field Education Agreement;
- the student's inability to establish and sustain worker/client relationships;
- the student's failure to submit assignments required by the Social Work Program in a timely and satisfactory manner;
- the student's breach of the National Association of Social Workers *Code of Ethics*;
- the agency's failure to provide appropriate and adequate learning opportunities for the student's Field Education to complete Program objectives; or
- the agency's failure to provide appropriate supervision.

An unscheduled termination is a very serious matter. If an unscheduled termination should occur, the Program's faculty will determine the appropriate course of action, which will be one of the following:

- the student will be placed at another appropriate agency as soon as possible;
- the student will need to complete the appropriate number of hours the following semester;
- the student will move to another field site and hours will be adjusted; or
- the student will fail *SWK 4452 (Field Education)*.

IV. LIABILITY INSURANCE

Mansfield University does not carry liability coverage for a student completing Field Education. The agency is responsible for informing the student if liability insurance is required for the field experience. The student is responsible for obtaining any necessary coverage as directed by the agency.

M.U. INTERNSHIP FORM

Do not use the sample below. To access the Internship Form, go to the University home page. Click on the Site Map, click on Academic Records, click on Forms. Find "Internship" and print both pages. For page 2, write "See Field Manual" in the narrative sections.

Mansfield University of Pennsylvania
 Mansfield, PA
INTERNSHIP FORM

 LAST NAME FIRST MI Student ID#

 HOME ADDRESS

 CITY STATE ZIP

 ADDRESS DURING INTERNSHIP

 CITY STATE

 CREDITS EARNED

 SEMESTER

 PREFIX

 NAME OF FACULTY SUPERVISOR

 NAME OF ON-SITE SUPERVISOR PHONE

 AGENCY ADDRESS AGENCY NAME

 CITY STATE

 STUDENT SIGNATURE DATE

MAXIMUM TRAVEL COSTS TO BE INCURRED IN SUPERVISING INTERN _____

 FACULTY SUPERVISOR DATE

 DEPARTMENT CHAIRPERSON DATE

 DEAN/PROVOST DATE

Approved Internship Agreement on file

* Student signature authorizes faculty supervisor to discuss student with on-site supervisor.

Return to: Enrollment Services, 224 S. Hall for Dean/Provost review.

MANSFIELD UNIVERSITY
Department of Social Work

SWK 4452: Field Placement - Spring 2019

Instructor	Dr. Tiffany Welch
Office	203-A Retan
Office Hours	Mon 1-4 pm, Tues 10-11 am, Wed 1-2 pm and by appointment
Phone	570-662-4494(office)
email	twelch@mansfield.edu

Course Description

Taken concurrently with SWK 4453, the field experience provides students with the hands on experience to refine the knowledge, values, ethics, and skills of the social work profession for competent generalist practice. The experience compels students to apply the various theory, skills, values, and perspectives they have been taught throughout their undergraduate careers. Students must complete 500 hours of work in a professional social work setting.

Course Objectives

At the completion of this course, students will demonstrate the ability to:

1. Demonstrate ethical and professional behavior.

Student learning outcome	Course activity
Make ethical decisions by applying the standards of the NASW Code of Ethics;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation

2. Engage difference and diversity in practice.

Student learning outcome	Course activity
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Achieving >80% Final field evaluation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation
Present themselves as learners and engage clients and constituencies as experts of their own experiences;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation

Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Achieving >80% Final field evaluation Achieving >80% Capstone paper Achieving >80% weekly journals
--	--

3. Advance human rights and social, economic and environmental justice.

Student learning outcome	Course activity
Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels; and	Achieving >80% Final field evaluation Achieving >80% Capstone paper
Engage in practices that advance social, economic, and environmental justice	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals

4. Engage in practice-informed research and research-informed practice.

Student learning outcome	Course activity
Use practice experience and theory to inform scientific inquiry and research;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper
Use and translate research evidence to inform and improve practice, policy, and service delivery.	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation

5. Engage in policy practice.

Student learning outcome	Course activity
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals
Assess how social welfare and economic policies impact the delivery of and access to social services;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals

6. Engage with individuals, families, groups, organizations, and communities.

Student learning outcome	Course activity
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% Capstone evaluation

7. Assess individuals, families, groups, organizations and communities.

Student learning outcome	Course activity
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation
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;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies; and	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper

8. Intervene with individuals, families, groups, organizations and communities.

Student learning outcome	Course activity
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals
Facilitate effective transitions and endings that advance mutually agreed-on goals.	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation

9. Evaluate practice with individuals, families, groups, organizations and communities.

Student learning outcome	Course activity
Select and use appropriate methods for evaluation of outcomes;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Achieving >80% Final field evaluation Achieving >80% Capstone presentation Achieving >80% Capstone paper Achieving >80% weekly journals Achieving >80% Capstone evaluation

Required Texts

Mansfield University Social Work Program. (2018) *Field Education Manual*. Mansfield, Pa (available online)

Additional readings as assigned.

Mansfield University Attendance Policy (as stated in the MU Catalog)

Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi.

Students Requesting Academic and/or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the Services for Students with Disabilities (SSD) Coordinator in the SSD Office located in the Department of Academic and Human Development (144 South Hall, Phone: 662-4436) for a review of qualification for reasonable accommodations. It is recommended that students contact the SSD Coordinator during the first two weeks of classes or immediately upon diagnosis to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. Upon qualification, the Coordinator will arrange to provide an accommodation letter to the professor for the identification of academic or accessibility adjustments. You must contact the office of Services for Students with Disabilities to renew accommodation letters at the start of each semester.

Academic Integrity

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism, is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the appropriate Dean. MU's Academic Integrity Policy can be found at <http://www.mansfield.edu/academic-affairs/faculty-resources/upload/Mansfield-University-Process-for-Reporting-Academic-Integrity-Violations-Rev-3-09.pdf> and the Academic Dishonesty Form may be accessed here or from the Academic Affairs website.

Copyright

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: <http://mansfield.libguides.com/copyright>.

Student Consumer Rights and Responsibilities

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Title IX and Protection of Minors Legislation: Reporting Obligations

Mansfield University and its faculty are committed to assuring a safe and productive educational environment for all students.

Title IX Requirements: In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation under Title IX are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Frank Crofchick (570.662.4342, fcrofchi@mansfield.edu) serves as Mansfield University's Title IX Coordinator. Additional Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.mansfield.edu/hr/title-ix/upload/Title-IX-Policy-FINAL-6-2-15.pdf> (Sexual Discrimination and Misconduct Policy); <http://www.mansfield.edu/hr/title-ix/upload/Title-IX-Resources.pdf> (Title IX Resources), and <http://www.mansfield.edu/hr/title-ix/upload/Sexual-Misconduct-Victims-Bill-of-Rights.pdf> (Sexual Misconduct Victims' Bill of Rights). Reports of Title IX matters should be directed to titleix@mansfield.edu

Protection of Minors Requirements: Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred, to the Human Resources Office (570.662.4893) as designated in the University's protection of minors policy. No exceptions apply to this reporting obligation. Mansfield University's Protection of Minors policy is available at <http://www.mansfield.edu/hr/Protection-of-Minors.cfm>

COURSE REQUIREMENTS

A. Field Attendance

It is imperative that your attendance in the field be at a professional level. Specifically, it is expected and required that you arrive at your site each day on time and ready for work. You are to stay for the entire scheduled work shift. If you are unable to attend due to illness you should contact your site supervisor per agency policy. **Additionally, you are to inform your faculty liaison immediately.** In order to successfully complete field you need to accrue 500 total hours. Failure to do so will result in a failing grade for field placement.

B. Grading Scale

B. Grading Scale		
A	94-100	Exceeds expectations. Content & technical merit is outstanding.
A -	90-93	Reflects mastery of material.
B+	87-89	Meets expectations. Content & technical merit is good. Reflects acceptable grasp of material.
B	83-86	
B-	80-82	
C+	77-79	Borders expectations. Content & technical merit is adequate.
C	73-76	Reflects familiarity with material with gaps in application.
C-	70-72	
D+	67-69	Below expectations. Content & technical merit is marginal.
D	63-66	Reflects inadequate understanding & use of material.
D-	60-62	
F	<60	Failure

C. Assignments: Here is a list of your assignments that will be graded. These are listed throughout this syllabus in the order they present here:

Capstone Presentation (100 pts. Towards final Field Placement grade) Turn in to D2L

Capstone Evaluation (20 pts towards final Field Placement grade) Turn in to D2L

Capstone Paper (120 pts towards final Field Placement grade) Turn in to D2L

Journals (100 pts towards final Field Placement grade) Turn in to D2L

Single System Research Draft (10 pts towards final Field Placement grade) Turn in to D2L

Draft & Completed Learning Plan (10 pts towards final Field Placement grade) Turn in to D2L

Midterm & Final Evaluations (60 pts (30 each) towards final Field Placement grade) Turn in to D2L

- **Capstone Presentation** (100 pts. towards final Field Placement grade)
 - To be completed virtually in a format that allows for face-to-face visualization (skype, facetime, etc.)
 - Not to exceed thirty minutes (including approximately 5 minutes for Q & A) If you go over 30 minutes, the Field Liaison will stop the presentation and end the session. Therefore it is important to rehearse your presentation for accuracy.
 - Format of your choice (i.e. power point, discussion, poster board, etc.)
 - Minimally to address:
 - ✓ Overall experience to include skills acquired, challenges faced and overcome, and next steps in skill development
 - ✓ Description of Single System to include outcomes, what you learned, and what you would do different in the future
- **Capstone Evaluation** (20 pts. towards final Field Placement grade)
 - Develop an evaluation tool that will be used by the audience to evaluate the quality of the presentation
 - The form (tool), a summary of the evaluation (information from the tool used), your reaction to the information, and the completed evaluations should be turned into your faculty liaison within 48 hours of your final capstone presentation (can be scanned and emailed or faxed).
- **Capstone Paper** (120 pts. towards final Field Placement grade)
 - Follow outline on following pages
 - No minimum/maximum page limit but PLEASE remember, less is more!
- **Journals** (100 pts. towards final Field Placement grade)
 - Not to exceed 2 pages in length
 - Format (all journals will be expected to be saved in a word document, covering the following areas listed in the template outlined below. They must be uploaded to D2L - **OR NO CREDIT WILL BE RECEIVED**)

1. Summary of weekly activity.

Brief summary of each day you interned in the week. This should be descriptive of your overall day. Please use complete sentences.

Monday -

Tuesday -

Wednesday -

Thursday -

Friday -

2. Supervision

Supervision should occur weekly for at least one hour. Please describe the following:

When did supervision occur this week

Length of time spent in supervision

Describe how this supervision was helpful to you

3. Skills acquired/Outcomes accomplished

What skills did you acquire this week

List any outcomes accomplished

4. Goals

Did you meet your goal from last week? If not, what happened?

What will your goals for next week be?

Some weeks you may have more numerous goals. It is okay if you do not meet them but please mention the goal and why it was not met, if not.

5. Learning Objectives

Learning Objectives (directly from learning plan – not to worry about this until after your first visit is completed and your learning plan is approved by the faculty liaison)

For example:

Goal 1 Behavior 1 (accomplished by...)

Goal 2 Behavior 3 (completed by...)

6. Total hours for week? Total hours to date

Hours completed this week: (hours here)

Total hours completed to date: (hours here)

- **Single System Research Draft** (10 pts toward final Field Placement grade)

A rough draft of your Single System Research client for this project is due on Feb. 1st in class and uploaded with any corrections completed based upon feedback in class. This will be uploaded in D2L no later than 11:59 pm on Sunday, February 3, 2019.

Information you will need to present to the class on February 1:

Client System – relevant identifying data

Describe the client system selected for the single system research. Use concepts of confidentiality when discussing the client.

* General description of the client (age, gender, ethnicity, race, and any implications in terms of populations-at-risk, diversity, social and economic justice).

* How the client was referred (self-referral, mandated, etc.).

* Reason for working with the client.

* Consider how the client interacts with other systems (e.g. individual, family, group, community and organization).

- **Draft & Completed Learning Plan** (10 pts toward final Field Placement grade)

1. You will develop a draft of your learning plan and bring this to the February 1 class

2. By February 6 you will then review your draft with your field supervisor, make changes as applicable (dependent upon the Q&A in class Feb. 1)

3. This draft must be submitted to D2L on or before 11:59 pm Wednesday, Feb. 6

4. By Wednesday, Feb. 6, you will email your field liaison the following information:

You will select 3 different days and 3 different times of the day that your supervisor and you are able to have a conversation together with your field liaison. Your supervisor must be part of this conversation on the day that is selected. This conversation may be completed virtual, in person, or phone. Your field liaison will be as flexible as possible; this is also dependent upon the field liaison's schedule.

5. The dates available for consultation on the learning plan draft will be the following:

Friday, Feb. 8

Monday, Feb. 11

Tuesday, Feb. 12

Wednesday, Feb. 13

Thursday, Feb. 14

6. By Sunday Feb. 17, your completed learning plan must be uploaded to D2L.

7. This assignment is worth a total of 10 points; 5 for the draft and 5 for the completed learning plan.

- **Midterm & Final Evaluations** (60 pts.(30 each) towards your final Field Placement grade)

- **To be completed by your Field Instructor (BSW/MSW who provides your supervision), include information from your task instructor if you have both.**

- YOU are to provide a copy (from the field manual) to your Field Instructor

Learning Plan	Due by 24 hours before the first visit (possibly virtual, in person, or by phone) with the faculty liaison (draft should be completed prior to coming to first class in order to address questions!)
Draft & Completed Learning Plan	Due to D2L by dates listed in syllabus under Draft & Completed Learning Plan.
Journals	Due weekly on Sundays (by 11:59 p.m.)
Single System Design	Rough draft due on February 1 in class
Capstone Presentation	Due on the final site visit with the faculty liaison
Capstone Paper	Due on the final site visit with the faculty liaison

Capstone Evaluation	Due within 48 hrs of final site visit with faculty liaison
Midterm Evaluation	Due within 1 week of completing your 250 th hour
Final Evaluation	Due within 24 hours of your capstone presentation

If it is necessary for a student to work beyond the semester in order to complete the required 500 hours, the student should work with the university faculty liaison to develop a written contract for that purpose and to notify the Registrar's Office.

Descriptions

1) Learning Plan

The student will assume leadership in completing his or her learning plan prior to the scheduled conference call with the agency field instructor. The completed learning plan will then be reviewed with the student and the agency field instructor during the first virtual phone or in person site visit by the faculty liaison. The site visit will occur within the first three –four weeks of a student's Field Education, but not prior to the first day of field seminar. The Learning Plan addresses 9 competencies and 41 practice behaviors. A copy of the Learning Plan is located in the *Field Education Manual* (Appendix J).

2) Mid-term and Final Evaluation

The mid-term and final evaluations are instruments designed for students to gain feedback on his or her performance in Field Education and addresses program core competencies 1-9. The evaluations are to be provided to the field instructor by the student. Both evaluations are to be completed by the agency field instructor and then **reviewed with the student**. The mid-term evaluation should be completed and returned to the university faculty liaison within a week of the student completing 250 hours. At this time, the faculty liaison will have a brief conference call with the student as well as the faculty liaison, if they request it, to discuss progress, areas for future growth, and any other issues at hand. The final evaluation is due within 24 hours of your capstone to the faculty liaison and will be discussed during the final site visit if necessary. (see the *Field Education Manual*, Appendix L).

3) Field Education Capstone Presentation, Evaluation, and paper

This Capstone paper and presentation represents the culminating assignment for the Social Work Program. It addresses each of the nine core competencies of the Mansfield University Social Work Program and is designed to focus on the integration of the curriculum with the Field Education experience. This outline should be used as a guide to develop the capstone paper.

The Capstone presentation will be scheduled and given at the Field Education site and will cover the following:

- * Overall experience to include skills acquired, challenges faced and overcome, and next steps in skill development
- * Description of Single System to include outcomes, what you learned, and what you would do different in the future
- * The audience will be the agency field instructor, the faculty liaison (via technology such as Skype, FaceTime, etc.), interested agency staff, and interested peers.

The Capstone paper is expected to be a scholarly paper written in the style described in the *Publication Manual of the American Psychological Association* (APA). **It should include at least five credible sources.**

I. Context

Briefly establish the context for work in the agency. Include the name of the agency and the agency's:

- * Mission
- * Programs or field of practice
- * Population served (socioeconomic group, ethnicity, age, race, etc.)
- * Sources of funding
- * Relevant agency history
- * Relevant professional social work history connected to agency
- * Strengths and challenges to agency service delivery
- * Effort to practice without discrimination and follow the value base of social work practice

- * Regulatory standards (Who regulates the agency? What happens if the agency is in non-compliance?)
- * Ability to measure or assure program evaluation. How is the program evaluated? Does program evaluation address the regulatory standards?

II. Social Policies

Describe in detail the social policies related to the delivery of services at the agency.

- * How do these policies affect the role of social work in this agency?
- * How do these social policies affect clients served by this agency?

III. Single System Research

A. Client system – relevant identifying data

Describe the client system selected for the single system research. Use concepts of confidentiality when discussing the client.

- * General description of the client (age, gender, ethnicity, race, and any implications in terms of populations-at-risk, diversity, social and economic justice).
- * How the client was referred (self-referral, mandated, etc.).
- * Reason for working with the client.
- * Consider how the client interacts with other systems (e.g. individual, family, group, community and organization).

B. Relevant research studies related to the client's situation

Describe relevant research studies used to inform practice with this client.

- * What does the research suggest regarding the client and their situation? Make sure race, ethnicity, diversity, and populations-at-risk are addressed.
- * How were the studies helpful/not helpful in planning and implementing change?

C. Planned change process: Engagement

Describe the engagement process.

- * Was the client resistant?
- * How did the client present herself/himself?
- * What communication skills were useful/not useful in engaging the client system?
- * Are there any specific issues regarding race, ethnicity, diversity and populations-at-risk?

D. Assessment

Describe the assessment process.

- * What were presenting problems/issues identified by the client?
- * What were strengths and resources of the client?
- * What were challenges in the environment and in relationships? Make sure race, ethnicity, diversity and populations-at-risk are considered.
- * What was/were current behaviors(s) in relation to developmental issues, family life cycle adjustments, transitions, conflicts, etc.?

E. Implementation

Describe planning and intervention efforts. Include any issues relevant to race, ethnicity, diversity, and populations-at-risk.

1. Planning:

- * Summarize the contract established with the client system.
- * Describe the underlying theory (or theories) used in work with the client system.
- * Describe why the theory/approach was selected.
- * Describe the plan developed with the client system.

2. Intervention:

- * What was the specific intervention for this research effort?
- * What was the middle phase of work with this client?
- * How were communications skills used differentially?
- * What communication skills proved most useful?

- F. Supervision and Consultation.**
Discuss how supervision and consultation were used in work with this client system.
- * What was the role of supervision/consultation?
 - * What is the role of the supervisee? Include the supervisee's critical thinking and self-awareness regarding the client system.
 - * How did supervision impact the work with the client system?
- G. Termination and Follow-Up**
Discuss termination or plans for termination with the client system, including any need for additional services or intervention.
- H. Evaluation**
Evaluate the practice intervention.
- * How was the outcome of the work with the client evaluated?
 - * To what extent were goals accomplished with the client system?
 - * What could be done differently if the work could be repeated?
- IV. Advocacy**
Client System Advocacy
- * Describe any forms of oppression and discrimination experienced by client systems, including individuals, families, groups, agency or community.
 - * What advocacy efforts were undertaken to assist client systems at all levels listed above.
 - * What desired change(s) were advocacy efforts aimed toward?
 - * What results were achieved as a result of advocacy efforts?
 - * As a result of advocacy efforts and applying critical thinking skills, what action would be recommended to the agency for continuing efforts?
 - * Briefly describe and illustrate, if applicable, your macro advocacy project.
- V. Ethical Implications**
- * Describe the use of the NASW Code of Ethics in work with client systems of all sizes.
 - * What ethical issues tended to arise?
 - * If ethical issues occurred, how were they managed? Apply critical thinking skills to assess the management of these issues.
- VI. Conclusion and Professional Development**
- * In general, describe the work with client systems of all sizes.
 - * What specifically was learned from this experience with clients in this setting?
 - * What goals for further learning have been established related to his population and/or setting?
 - * Identify five areas of social work practice in which there are perceived gaps or limitations in knowledge, skills or values as a beginning practitioner. Describe a plan to continue professional growth in these areas.
- VII. Program Reflection**
- * Include in paper only on a separate page (the very last page):
 - * Write a letter to new majors who are entering the Mansfield University Social Work Program. Offer advice, recommendations, encouragement, and insights on how to benefit most from the program.

MANSFIELD UNIVERSITY
Department of Social Work

SWK 4453: Field Seminar – Spring 2019

Instructor	Dr. Tiffany Welch, Ph.D., DSW, LSW
Office	203A Retan Center
Office Hours	Tu/Th 8:30 a-9:30a, Wed 8:30-11:30 a, & by appointment
Phone	570-662-4494
Email	twelch@mansfield.edu

Course Description

Taken concurrently with SWK 4452, this seminar integrates the field experience with the knowledge, values, ethics, and skills of the social work profession for competent generalist practice. The course prepares students for active participation in the process of supervision and addresses issues of diversity, populations at risk, and social and economic justice.

Course Objectives

At the completion of this course, students will demonstrate the ability to:

1. Demonstrate ethical and professional behavior.

Student learning outcome	Course activity
Make ethical decisions by applying the standards of the NASW Code of Ethics;	Achieving >80% on PBA
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Achieving >80% on PBA
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Achieving >80% on participation/D2L assignments

2. Engage difference and diversity in practice.

Student learning outcome	Course activity
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Achieving >80% on PBA
Present themselves as learners and engage clients and constituencies as experts of their own experiences;	Achieving >80% on participation/D2L assignments
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Achieving >80% on SSD overview

3. Advance human rights and social, economic and environmental justice.

Student learning outcome	Course activity
Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels; and	Achieving >80% on PBA Achieving >80% on SSD overview
Engage in practices that advance social, economic, and environmental justice	Achieving >80% on PBA

4. Engage in practice-informed research and research-informed practice.

Student learning outcome	Course activity
Use practice experience and theory to inform scientific inquiry and research;	Achieving >80% on SSD overview
Use and translate research evidence to inform and improve practice, policy, and service delivery.	Achieving >80% on PBA

5. Engage in policy practice.

Student learning outcome	Course activity
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Achieving >80% on Participation/D2L assignments Achieving >80% on PBA
Assess how social welfare and economic policies impact the delivery of and access to social services;	Achieving >80% on SSD Overview
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Achieving >80% on PBA Achieving >80% on Participation/D2L assignments

6. Engage with individuals, families, groups, organizations, and communities.

Student learning outcome	Course activity
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	Achieving >80% on PBA Achieving >80% on Participation/D2L assignments
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Achieving >80% on Icebreakers Achieving >80% on PBA

7. Assess individuals, families, groups, organizations and communities.

Student learning outcome	Course activity
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Achieving >80% on SSD Overview
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;	Achieving >80% on Participation/D2L assignments Achieving >80% on PBA
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies; and	Achieving >80% on Icebreaker Achieving >80% on PBA
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Achieving >80% on PBA Achieving >80% on Participation/D2L assignments

8. Intervene with individuals, families, groups, organizations and communities.

Student learning outcome	Course activity
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Achieving >80% on SSD overview
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Achieving >80% on PBA

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Achieving >80% on Participation/D2L assignments
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	Achieving >80% on PBA
Facilitate effective transitions and endings that advance mutually agreed-on goals.	Achieving >80% on Icebreaker Achieving >80% on PBA

9. Evaluate practice with individuals, families, groups, organizations and communities.

Student learning outcome	Course activity
Select and use appropriate methods for evaluation of outcomes;	Achieving >80% on SSD overview
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	Achieving >80% on PBA Achieving >80% on Participation/D2L assignments
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	Achieving >80% on Participation/D2L assignments
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Achieving >80% on PBA

Required Texts

Mansfield University Social Work Program. (2018) *Field Education Manual*. Mansfield, PA (available online)

Additional readings as assigned.

Students Requesting Academic and/or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the Services for Students with Disabilities (SSD) Coordinator in the SSD Office located in the Department of Academic and Human Development (144 South Hall, Phone: 662-4436) as soon as possible. It is recommended that students contact the SSD Coordinator during the first two weeks of classes in order to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. The Coordinator will arrange to provide your professors with a suitable letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the Coordinator will also clarify appropriate arrangements.

Academic Integrity

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism, is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the appropriate Dean. MU's Academic Integrity Policy can be found at <http://www.mansfield.edu/academic-affairs/faculty-resources/upload/Mansfield-University-Process-for-Reporting-Academic-Integrity-Violations-Rev-3-09.pdf> and the Academic Dishonesty Form may be accessed here or from the Academic Affairs website.

Copyright

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website:

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Title IX Requirements: In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation under Title IX are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Frank Crofchick (570.662.4342, fcrofchi@mansfield.edu) serves as Mansfield University's Title IX Coordinator. Additional Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.mansfield.edu/hr/title-ix/upload/Title-IX-Policy-FINAL-6-2-15.pdf> (Sexual Discrimination and Misconduct Policy); <http://www.mansfield.edu/hr/title-ix/upload/Title-IX-Resources.pdf> (Title IX Resources), and <http://www.mansfield.edu/hr/title-ix/upload/Sexual-Misconduct-Victims-Bill-of-Rights.pdf> (Sexual Misconduct Victims' Bill of Rights).

Protection of Minors Requirements: Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred, to the Human Resources Office (570.662.4893) as designated in the University's protection of minors policy. No exceptions apply to this reporting obligation. Mansfield University's Protection of Minors policy is available at <http://www.mansfield.edu/hr/upload/Protection-of-Minors-Policy-12-22-14.pdf>.

Mansfield University Attendance Policy

Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi.

Course Requirements

A. Class Attendance

Field Seminar will meet face-to-face from 9:00 a.m. to 3:00 p.m. on dates that have been announced in advance of the semester and are listed below. Students are expected to be in active attendance for each session, for the entire scheduled time period. Failure to attend the face-to-face meetings, in whole or in part, will be reflected in the final grade. It is expected that students will share these dates in advance with their placement site so that attendance will be a planned priority. Failing to attend will result in failing the class, except for exceptionally rare circumstances that must be supported with clear documentation and discussed in advance with the course instructor.

Equivalent of half a day absence: 1 letter grade reduction in final grade

Equivalent of one day absence: course failure

D2L discussions/assignments will be equally important and the failure to participate in each of those will result in a 10 point reduction in final grade.

Class Meeting Dates Spring 2019:

Friday,	February 1
Wednesday,	April 17
Thursday,	April 18
Friday,	April 19

B. Grading Scale

B. Grading Scale		
A	94-100	Exceeds expectations. Content & technical merit is outstanding.
A -	90-93	Reflects mastery of material.
B+	87-89	Meets expectations. Content & technical merit is good. Reflects acceptable grasp of material.
B	83-86	
B-	80-82	
C+	77-79	Borders expectations. Content & technical merit is adequate. Reflects familiarity with material with gaps in application.
C	73-76	
C-	70-72	
D+	67-69	Below expectations. Content & technical merit is marginal. Reflects inadequate understanding & use of material.
D	63-66	
D-	60-62	
F	<60	Failure

C. Class Participation

Students should be aware and prepared for the high expectation placed upon them in the course as it relates to class participation. Seminar is built upon a peer support model, and as such requires all students to be highly engaged and active in the process. Students are expected to come prepared to both discuss their field experience as well as provide feedback to their classmates relative to their field site. A great deal of small and large group work will be done, and each student is expected to fully and authentically participate.

Grading in this course will weigh heavily on students level of participation, leadership in activities, and facilitation of student presentations.

D. Assignments

SEMINAR

Ice Breaker (50 points) **Due April 17, 18, 19 - randomly assigned**

- Students will be broken into small groups -- each group will present an ice breaker to start the class.
- The parameters are as follows:
 - should be connected to social work practice in some fundamental way
 - no longer than 30 minutes, including debriefing
 - should be **active**, engaging, and fun
 - group will lead debrief to connect to SW practice at conclusion of activity

Agency Overview (50 points) **Due 1st class (February 1)**

- Students will be responsible for providing an agency overview to the group. The parameters are as follows:
 - 10 minutes including question and answer
 - provide, at a minimum:
 - brief history of the agency
 - population served (detailed)
 - current staffing configuration to include:
 - who supervises who
 - where do social workers come into play (and roughly how many have social work degrees)
 - how many "levels" are there between your position and the individual(s) in the highest position at the agency
 - theoretical model that guides practice
 - requirements for placement to minimally include the following:
 - medical
 - clearances
 - insurance
 - degree/certifications
 - anything else

Class Participation/D2L Assignments (100 points) Ongoing

- Assignments will be posted on D2L throughout the semester as well as provided in class
- Requirements and expectations will be clearly outlined with each posted assignment.

Practice Behavior Assessment (PBA) (200 points) Due April randomly assigned

PRACTICE BEHAVIOR ASSESSMENT (PBA) - - “A Typical Day”

Philosophy & Rationale

As emerging needs in our industry continue to elevate the level of skill and knowledge required for practitioners of social work, it becomes necessary to continually improve our collective abilities and capacities. As students in this program you have worked tirelessly for years to expand your knowledge, develop a foundation for your skills through experiential learning, and in the culminating act of your quest for growth, immerse yourself in a 500 hour field experience.

As a final demonstration of your ability to synthesize knowledge from your experience, as well as show evidence of your writing acumen, you are required to complete a Capstone paper at the conclusion of your Field Placement. While this project has long been held as the pinnacle assignment in your undergraduate career, it is no longer enough. While effective writing is unarguably a critical social work function, it is secondary in importance to your ability to apply all you have learned behaviorally. Social Work is ultimately about *doing*, and as such it is of critical importance that you have the opportunity to demonstrate your skills in this area. In so doing you will affirm your capacities as a Bachelor’s level practitioner, heighten your confidence, and demonstrate to your peers and instructors all that you have acquired in your journey. The passages that follow will provide an overview and framework for the PBA you are required to successfully negotiate prior to graduation.

Basic Framework

The fundamental nature of the PBA is simply a real time demonstration of your social work skills. To facilitate this, you will be required to participate in an extended role play of no less than thirty minutes. Within this time you will be faced with the challenges of a “typical day” in the life of a professional social worker, the general parameters of which are as follows:

- The setting for your role play will be homologous to that of your field placement
- Both your classmates and the instructor will play the role of various agents throughout “the day”
- You will be faced with challenges that will require you to demonstrate skills in the follow areas:

* Engagement	* Use of theory, research and evidence-based practice
* Assessment	
* Intervention (including crisis intervention)	* Understanding and application of policy, protocol, and best practices
* Advocacy	
* Documentation	* Utilization of effective supervision and team work
* Knowledge and respect of boundaries (client and personal)	* Self-Care

- Minimum thirty minutes / Maximum sixty minutes

PBA Scoring and Grading (determined as follows)

Each area of assessment will be measured on a five point scale as follows:

1	Unsatisfactory	The student is unable to or does not complete assigned tasks that would demonstrate the skills or knowledge needed in this area.
2	Marginal	The student needs constant supervision and direction in order to complete the assigned tasks. Performance indicates uneven or inconsistent integration of skills and knowledge in this area.
3	Satisfactory	The student is able to complete assigned tasks and activities. The student is gaining experience and meeting expectations in this area.
4	Proficient	The student is able to consistently complete assigned tasks and activities with a minimum of supervision. The student demonstrates initiative and increasing self-direction.
5	Outstanding	The student consistently exceeds performance expectations in this area.

Schedule and Topic Themes for Campus Meetings

Class 1	Ice Breaker
	Review of expectations/syllabi
	Questions/concerns – capstone, journals, learning plans, evals
	Goals & guidelines
	Groups for ice breakers randomly assigned
	Agency overviews
Class 2	Ice breaker
	Practice behavior assessments
Class 3	Ice breaker
	Practice behavior assessments
Class 4	Ice breaker
	Practice behavior assessments
	Wrap-up
	Senior Celebration

** The instructor reserves the right to change the class schedule as necessary.*

SOCIAL WORK FIELD EDUCATION LEARNING PLAN

**MANSFIELD UNIVERSITY
Department of Social Work**

The terms of this learning contact will begin on the first day of the internship and will continue through until the day that the student finishes 500 hours. Initial contracting meetings will take place in the first two to three weeks of the semester; midterm progress checks will take place during weeks 7-9. The end of the semester assessment meeting which will include the student's capstone presentation will be scheduled during the final 2 weeks of the semester (and not before the student completes 475 of the 500 hours).

Student: _____

Faculty Field Liaison: _____ **Phone:** _____

Field Practicum Agency: _____

Address: _____

City, State & Zip _____

Primary Field Instructor: _____

Accredited University where BSW/MSW was obtained: _____

Task Instructor (if applicable): _____

1. Learning Contract was developed on: _____ Date of Meeting: _____

2. Midterm progress check occurred on: _____ Date of Meeting: _____

3. Final Assessment and Evaluation occurred on: _____ Date of Meeting: _____

4. Total # of field hours completed: Mid-semester: _____ End-of-semester: _____

Signatures Section (sign at midterm and at Final evaluation):

Student	Date
Beginning-of-Semester Meeting	

Student	Date
End-of-Semester Evaluation	

Field Instructor	Date
Beginning-of-Semester Meeting	

Field Instructor	Date
End-of-Semester Evaluation	

Faculty Field Liaison	Date
Beginning-of-Semester Meeting	

Faculty Field Liaison	Date
End-of-Semester Evaluation	

The competencies specified in this evaluation form are those established by the Council on Social Work Education, our national accrediting body. The student's learning contract identifies the learning opportunities (e.g., methods, activities, and assignments) available for the student to achieve these competencies.

Instructions for completing the learning contract sections of this document:

Students complete the “learning plan activities,” in collaboration with agency supervisors and field faculty. “Learning plan activities” are the learning opportunities (e.g., assignments, processes, tasks) in the field setting (and potentially outside setting as needed) by which progress in the competency occurs.

The “observable behaviors” are provided by the Council on Social Work Education and are intended to serve as integrated means of showing the knowledge, values, skills, and cognitive & affective processes within each competency. The learning activities crafted by students should connect with multiple dimensions of each competency (Knowledge, Values, Skills, Cognitive & Affective Processes); however, because evaluation of the competencies is intended to be holistic, not all dimensions must be addressed in every competency.

Each student’s learning activities will be unique to her/his/their field setting, focus, interests, and opportunities. The learning contract is a “live” document that can be revised over time as activities shift and opportunities arise.

COMPETENCIES and LEARNING PLAN

Competency I: 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.

Observable Behaviors: (The social worker will...)	As evidenced by: List the specific task or activity to be completed with the anticipated date of completion.
1. Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.	
2. Use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	
3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.	
4. Use technology ethically and appropriately to facilitate practice outcomes.	
5. Use supervision and consultation to guide professional judgment and behavior.	

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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 mechanism 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.

Observable Behaviors:	As evidenced by: List the specific task or activity to be completed with the anticipated date of completion.
1. Apply and communicate understanding of the importance of diversity and difference shaping life experiences in practice at the micro, mezzo, and macro levels.	
2. Present themselves as learners and engage client and constituencies as experts of their own experiences.	
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client 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 violation, 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.

Observable Behaviors:	As evidenced by: List the specific task or activity to be completed with the anticipated date of completion.
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	
2. 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.

Observable Behaviors: (The social worker will...)	As evidenced by: List the specific task or activity to be completed with the anticipated date of completion.
1. Use practice experience and theory to inform scientific research.	
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
3. 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.

Observable Behaviors: (The social worker will...)	As evidenced by: List the specific task or activity to be completed with the anticipated date of completion.
1. Identify social policy and the local, state, and federal level that impacts well-being, service delivery, and access to social services.	
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	
3. 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.

Observable Behaviors: (The social worker will...)	As evidenced by: List the specific task or activity to be completed with the anticipated date of completion.
1. Apply knowledge of human behavior and the social environment, person-in-environment, and	

other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	
2. Use empathy, reflection, and interpersonal skills to 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.

Observable Behaviors: (The social worker will...)	As evidenced by: List the specific task or activity to be completed with the anticipated date of completion.
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.	
4. 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.

Observable Behaviors: (The social worker will...)	As evidenced by: List the specific task or activity to be completed with the anticipated date of completion.
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.	
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
5. 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.

Observable Behaviors:	As evidenced by: List the specific task or activity to be completed with the anticipated date of completion.
1. Select and use appropriate methods of evaluation of outcomes.	
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.	
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

RATING SCALE
for
EVALUATION of STUDENT FIELD PLACEMENT PERFORMANCE

MIDTERM FINAL

Name of Intern _____ Date _____

Name of Field Instructor (FI) _____

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established in 2015 by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

1	The intern has excelled in this area
2	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
4	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
5	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

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

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty supervisor has the responsibility of assigning the grade for the course. The grade that is assigned will be based on: **the faculty supervisor's overall evaluation of the student's performance in placement in conjunction with the agency supervisor's evaluation; intern journals; capstone presentation and paper.**

If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty supervisor.

Competency I: Demonstrate ethical and professional behavior.

Makes ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.	1	2	3	4	5	na
Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.						
Demonstrates professional demeanor in behavior, appearance, and oral, written, and electronic communication.						
Uses technology ethically and appropriately to facilitate practice outcomes.						
Uses supervision and consultation to guide professional judgment and behavior.						

Comments:

Competency 2: Engage Diversity and Difference in Practice.

Applies and communicates understanding of the importance of diversity and difference shaping life experiences in practice at the micro, mezzo, and macro levels.	1	2	3	4	5	na
Presents her/himself as a learner and engages client and constituencies as experts of their own experiences.						
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies.						

Comments:

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

Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.	1	2	3	4	5	na
Engages in practices that advance social, economic, and environmental justice.						

Comments:

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

Uses practice experience and theory to inform scientific research.	1	2	3	4	5	na
Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.						
Uses and translates research evidence to inform and improve practice, policy, and service delivery.						

Comments:

Competency 5: Engage in Policy Practice

Identifies social policy and the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1	2	3	4	5	na
Assesses how social welfare and economic policies impact the delivery of and access to social services.						
Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.						

Comments:

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

Applies knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4	5	na
Uses empathy, reflection, and interpersonal skills to engage diverse clients and constituencies.						

Comments:

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

Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.	1	2	3	4	5	na
Applies knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.						

Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.						
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.						

Comments:

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

Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5	na
Applies knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary frameworks in interventions with clients and constituencies.						
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.						
Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.						
Facilitates effective transitions and endings that advance mutually agreed-on goals.						

Comments:

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

Selects and uses appropriate methods of evaluation of outcomes.	1	2	3	4	5	na
Applies knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes.						
Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.						
Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.						

Comments:

MIDTERM – OVERALL EVALUATION

Please check one of the following at the Midterm Evaluation. Do NOT complete this section at the Final Evaluation.

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

Comments/elaboration:

FINAL – OVERALL EVALUATION

Please check one of the following at the final evaluation. Do NOT complete this section at the Midterm Evaluation.

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

Comments/elaboration:

Signature of Agency Field Instructor _____

Agency _____

Date _____

The following section should be completed by the intern:

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

I agree with the evaluation.

I do not agree with the evaluation.

Intern's Signature _____

Date _____

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. The disagreement should be specific and should also relate to the items in the evaluation.

Faculty Liaison Signature _____

Date _____

By checking this box and signing above I agree that I have read and reviewed this document and followed up with the student to allow him/her to elaborate/explain any areas of concern.

**EVALUATION OF FIELD EDUCATION COMPLETED BY STUDENT
Mansfield University Social Work Program**

Student Name _____ Agency _____

Semester/Year _____ Field Instructor _____

Instructions: It is important to the Social Work Program that each student has a meaningful Field Education experience that is consistent with Program core competencies. Please help evaluate the Field Education that was just completed. For each statement check the box that fits most closely with your experience. Any written comments would be greatly appreciated.

Items to be rated		Strongly Disagree				Strongly Agree
Field Education prepared me to:		1	2	3	4	5
1	Identify as a professional social worker and conduct oneself accordingly					
2	Apply social and ethical principles to guide professional practice.					
3	Apply critical thinking skills to inform and communicate professional judgments.					
4	Engage in diversity and difference in practice.					
5	Advance human rights and social and economic justice.					
6	Engage in research informed practice and practice informed research.					
7	Apply knowledge of human behavior in the social environment.					
8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services.					
9	Respond to contexts that shape practice.					
10	Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.					
Comments:						

Items to be rated		Strongly Disagree 1	2	3	4	Strongly Agree 5
The Field Education Agency:						
1	Welcomed me as a student.					
2	Provided adequate space and equipment.					
3	Provided an orientation including an introduction to the building and staff.					
4	Maintained an atmosphere conducive to learning.					
5	Afforded a variety of experiences at all levels of practice (individual, group, family, and community).					
6	Encouraged my participation in agency activities.					
7	Provided an opportunity to attend meetings and trainings outside of the agency.					
8	Encouraged me to learn about and use community resources including visits to other agencies.					
Comments:						
My Agency Field Instructor:		_____				
		Name				
1	Provided sufficient orientation to the placement site.					
2	Provided sufficient orientation to other agencies relevant to the work of the placement.					
3	Made expectations clear and understandable.					
4	Had expectations that were appropriate for my level of professional development.					
5	Was readily available for needed supervision.					
6	Provided accurate and usable feedback.					
7	Helped me develop independence and confidence.					
8	Accommodated my learning style/needs.					
9	Consistently modeled ethical professional social work practice and values.					
10	Supported and facilitated my efforts to meet my learning objectives as identified in my <i>Learning Plan</i> .					

Items to be rated		Strongly Disagree 1	2	3	4	Strongly Agree 5
11	Was respectful of my ideas and opinions.					
12	Was easily available to me.					
13	Was fair and accurate with my evaluation.					
Comments:						
My Faculty Liaison:		_____				
		Name				
1	Made program expectations clear.					
2	Provided sufficient pre-placement orientation.					
3	Provided help and support if I experience difficulties in the placement.					
4	Was concerned about the success of my Field Education.					
5	Facilitated opportunities to integrate classroom work with Field Education.					
6	Provided accurate and usable feedback.					
7	Responded to my logs in a timely way.					
Comments:						

This form was adapted with permission from the Social Work Program at the University of Wisconsin River Falls.

**EVALUATION OF FIELD EDUCATION COMPLETED BY AGENCY
Mansfield University Social Work Program**

Student Name _____ Agency _____

Semester/Year _____ Field Instructor _____

From how many colleges have you accepted undergraduate Field students in the past 3 years? _____

Instructions: It is important to the Social Work Program that each student has a meaningful Field Education experience that is consistent with Program core competencies. Please help evaluate the Field Education that was just completed. For each statement check the box that fits most closely with your experience. Any written comments would be greatly appreciated.

Items to be rated		Very Low 1	2	3	4	Very High 5
Satisfaction with MU Social Work Program for the following areas:						
1	Clarity of our Field Instructors orientation program.					
2	Clarity of our Field Education expectations and procedures.					
3	Accessibility and responsiveness of the faculty liaison for telephone consultations.					
4	Clarity of the 13 objectives for the Field Education experience.					
5	Format used to evaluate the student at the midpoint and end of the Field Education experiences.					
6	Contributions of our student to accomplishing tasks and activities that supported your areas of responsibility.					
7	Preparation of our social work student relative to other college and university students you have supervised in the past three years.					
8	Likelihood that you would accept an undergraduate social work student with similar preparation if the opportunity presented itself in the future.					
9	Likelihood that you would hire a person such as our student if a relevant position and the financial resources were available.					
What comments or suggests to you have for improving our Field Education program?						

FIELD EDUCATION AGENCY PROFILE
Mansfield University Social Work Program

Agency/Program	
Address	Street
	City/State/Zip
	County
Telephone	
Agency Fax Number	
E-Mail Address	

Contact Person	
Agency Director	
Telephone (if different than agency number)	
E-Mail Address of Contact Person	
Field Instructors	1)
	2)
	3)
	4)

Agency Setting: Public Private
 For Profit Not for Profit
 Sectarian Non Sectarian

Service Area (county, city-wide, regional):

Average Monthly Caseload per Worker (if applicable): _____

Client Characteristics (check more than one if necessary)

<input type="checkbox"/>	African-American	<input type="checkbox"/>	Rural
<input type="checkbox"/>	Asian	<input type="checkbox"/>	Urban
<input type="checkbox"/>	Caucasian	<input type="checkbox"/>	Low income
<input type="checkbox"/>	Hispanic	<input type="checkbox"/>	Middle-income
<input type="checkbox"/>	Other (explain)		

Population Area Served

<input type="checkbox"/>	Under 2,500	<input type="checkbox"/>	50,000-100,000
<input type="checkbox"/>	2,500-10,000	<input type="checkbox"/>	Over 100,000
<input type="checkbox"/>	10,000-50,000		

Size of Agency Staff

<input type="checkbox"/>	Number of staff	<input type="checkbox"/>	Number of MSW's
<input type="checkbox"/>	Number of BSW's	<input type="checkbox"/>	Number of other degrees

Client Population Served (check all that apply)

Agency Services			
<input type="checkbox"/>	Child Welfare	<input type="checkbox"/>	Chemical Dependency
<input type="checkbox"/>	Family Services	<input type="checkbox"/>	Income Assistance
<input type="checkbox"/>	School Social Work	<input type="checkbox"/>	Community Organization
<input type="checkbox"/>	Health/Medical Social Work	<input type="checkbox"/>	Aging
<input type="checkbox"/>	Mental Health	<input type="checkbox"/>	Developmental Disabilities
<input type="checkbox"/>	Corrections	<input type="checkbox"/>	Women
<input type="checkbox"/>	Juvenile Justice		
<input type="checkbox"/>	Other (explain)		

Age Range _____ Economic Status _____

Is an automobile essential? _____ Yes _____ No

Is the agency accessible to a student with a disability? _____ Yes _____ No

Will a student have the opportunity to attend conferences/trainings?

_____ Yes _____ No

Are there any financial resources available to a student in Field Education?

_____ Yes _____ No

Please specify any meetings or seminars that a student would be REQUIRED to attend and when these are scheduled.

Briefly state the mission of the agency.

Briefly state the kinds of learning experiences a student may expect.

Indicate basic practice skills and knowledge a student must possess.

Indicate the individual that a student would contact to discuss a Field Education experience.

Additional Comments:

Return to: Dr. Tiffany Welch, LSW
Field Education Director
Social Work Program
203 B Retan Center
Mansfield University
Mansfield, PA 16933
(Office) (570) 662-4498
Email (preferred): twelch@mansfield.edu

FIELD INSTRUCTOR PROFILE
Mansfield University Social Work Program

Field Instructor Name	
Agency	
Agency Address	
Position Held	
Current Title	
Email	
Agency Telephone	
Agency Fax	
Best # to call you	
Length of time with the agency	
Length of time in current position	
Other positions held in this agency	
# of years in social work practice	

Briefly describe other professional experiences:

Have you been a Field Instructor before? Yes No

Would you participate in Field Instructor training? Yes No

Can you provide one hour of weekly supervision? Yes No

Are you willing to monitor student progress and evaluate student learning? Yes No

What practice interests and specific areas of expertise do you possess that you will employ to provide a meaningful experience for a student.

What specific learning experiences can be provided for a Social Work Field Education student at the agency?

How is the NASW Code of Ethics used at this agency?

Are there additional comments that would assist in understanding your agency?

Please attach a resume to this form and return to:

Dr. Tiffany Welch, LSW
Field Education Director
Social Work Program
203 A Retan Center
Mansfield University
Mansfield, PA 16933
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Contingency Plan Sample Activities

SAMPLES of potential options for virtual field experience listed by CSWE Competency

These examples of potential options is not an exhaustive list and you, as the student, are encouraged to develop additional site-specific options that will be included in your plan. It is encouraged to work with both your field instructor and your Faculty liaison for population specific examples.

Competency 1: Demonstrate Ethical and Professional Behavior

- Utilize and develop plan for field supervision using Bluejeans or other teleconferencing applications.
- Develop new workplan, including due dates, for written products to be submitted to field instructor while working remotely.
- Select a standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services.
- Read literature on the Code of Ethics and write a summary about how it applies to social work practice
- Review ethics-related case study identified by FI/TS or field faculty, OR reflect on personal experience regarding ethical quandary in field and respond in writing to factors that must be considered
- Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain.
- Review an ethical decision making model (sample: <https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm>) and use this to analyze an ethical dilemma from your agency.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice.
- Appropriate and timely use of email and communication during uncertain times.

Competency 2: Engage Diversity and Difference in Practice

- Prepare a self-reflection where identify and discuss your own sources of privilege and power.
How may these sources influence the ways you engage with client systems.
- Apply a diversity and difference in practice lens through research and writing to current projects.
- Read and write a reflection on current literature related to diversity and difference.
- Write a reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served. How will you work with clients you over identify with? How will you work with clients you don't identify with at all?
- Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Suggest improvements
- In writing, identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and identify

how this could be improved

- Research, identify, and complete an online training focused on a population served by the agency. Identify how this information could be used to better advocate for the needs of this population in practice
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice.
- Complete 1-3 implicit bias tests on: <https://implicit.harvard.edu/implicit/> Complete a reflection paper and discuss with your field instructor.

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

- Complete writing assignment about strategies that promote social justice and human rights considering agency mission and practice.
- Create lists of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work.
- Review advocacy agency websites of interest and write a summary of how their work could impact the work completed by your agency.
- Research a human rights issue of interest and write a summary how human rights organizations are working to ameliorate the condition.
- Identify Ted Talks, YouTube videos and podcasts related to social work practice. Write about your personal reactions and how your learning applies to advancing human rights.

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

- Research and write evaluation of articles that inform agency's practice.
- Continue research and literature reviews pertaining to current field projects such as your Single System Design (SSD) project.
- Discuss with Field Instructor and/or Faculty Liaison and identify resources that inform (or answer) any research question posed, such as the one for your in your SSD.
- Develop focus group question or survey instruments related to a need in the agency.
- Develop research questions that emerge from work with the client system and agency setting.
- Research potential grant opportunities and/or prepare aspects of a grant application.

Competency 5: Engage in Policy Practice

- Review agency policies with suggestions/recommendations where appropriate (e.g, agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.)
- • Explore local, state and federal policies that impact organization and/or the affected community, write or verbally share a summary of findings.
- Write a policy brief.
- Review relevant laws and policies affecting the clients and communities served by your agency.
- Write a letter to the editor about a policy issue impacting your agency.
- Complete an analysis of a political candidate's plans for policy change.
- Read social work voting toolkit (<https://votingissocialwork.org/#>) and develop a plan for

implementation within the agency.

- Use the following website to use the toolkits on how to do a general advocacy campaign, media advocacy campaign, or policy implementation campaign;
<https://www.grsproadsafety.org/resources/advocacy-tools/>.
- Read an annual report from your organization and provide suggestions on how to share additional data on the population using various resources (census data and any other local/state data providing resources).

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

- Attend virtual meetings
- Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field.
- Plan and participate in remote meeting, support group, or other intervention.
- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered.
- Read an annual report from your organization and provide analysis on what partnerships would be most beneficial to your organization to meet the gaps of services that are not a part of your organization's mission, however may be a need of the population served. Begin by completing research of local resources and creating a resource guide for staff to use.
- Develop a survey or obtain survey data from your organization in regards to barriers provided by the population served in order to seek out resources available.
- Review rules regarding non-profit advocacy to ensure that you are compliant when advocating on behalf of the organization.

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

- Research assessment instruments used by agencies who offer similar services
- Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs
- Review case study for strengths, challenges and systemic factors impacting the clients and/or client group
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.

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

- Review effectiveness of evidence-based practice models and discuss ways that model could be

- implemented in field placement agency
- Review case study for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention
- Complete SIMmersion simulations and share scripts of these simulations with field instructors to discuss in clinical supervision.
- Review the SBIRT simulation taken fall 2019 and retake the assessment of skills. Identify and complete on-line training modules and provide the following:
 - certification of completion
 - a short written reflection
 - a presentation to disseminate knowledge gained
- Develop trainings that will benefit the agency (e.g, Student orientation and onboarding materials, social work ethics, treatment innovation, etc.).

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

- Assess agency processes for seeking client feedback and make recommendations for improvement.
- Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.).
- Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances.
- In writing, identify the structures in place for evaluating the agency’s outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries).

**Field Instructors and Task Supervisors may come up with other activities or trainings, in addition to the ones listed on this page. All activities need to be pre-approved by their Field Instructor and the Faculty Liaison during the Learning Plan review meeting.

Note of Acknowledgement and Appreciation:

An expression of thanks to the University of Michigan School of Social Work for sharing their plans and protocols for disruption in field placements activities. Their posted policy was utilized and adapted in the development of this policy.