



FIELD INSTRUCTION MANUAL

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GUIDELINES FOR UNDERGRADUATE STUDENT

FIELD INSTRUCTION IN SOCIAL WORK

This manual has been prepared to help Social Service Agencies and the Social Work Program at Mary Baldwin University plan a meaningful educational experience for students in field instruction. Through consultation, each agency supervisor designated as the Field Instructor and Field Director should use this manual as a guide to developing an individual program of study for each student. Students are required to spend a minimum of 450 hours in field instruction. Fifteen semester hour credits are awarded for successful completion of field instruction.

(Academic credit for life experience and previous work experience is not given in whole or in part, in lieu of the field practicum or any required social work course in the professional foundation areas.)

I. The Field Instruction Program

Students in the BSW program are required to complete a field practicum consisting of 450 hours over a 14-week period. Field Practicum is completed in the spring semester as a block placement after the completion of all course work (general education requirements as well as major courses; note that a prerequisite for field is a minimum of a “C-” in all social work major courses) and successfully passing the social work program’s Comprehensive Exam (with a minimum of a “C-”).

Applications for Field Practicum are submitted to the Field Director and will only be considered for students who have both declared their major and who have been accepted into the social work program. Applications must include a current resume, including relevant experience (voluntary and/or paid).

Upon receipt of a completed, signed application, the Field Director will meet with each student to review the application and to further discuss the student’s particular area(s) of interest and field placement possibilities. “Job” descriptions for the approved internships will be maintained by the Field Director and made available to students for consideration. (Please note that student life experience and/or employment experiences cannot substitute for the field practicum experience.)

The field practicum is completed in a placement approved by the social work department. Students will attend the class SOWK 400 Social Work Field Instruction also known as Field Seminar while simultaneously participating in their field practicum. Fifteen semester hour credits are awarded for successful completion of field instruction. Student’s time while in class attendance can count toward the 450 hours of field work. A two-part orientation to field will be held for students eligible for field placement with the first occurring each fall to discuss requirements for the field practicum, steps necessary to initiate placement and other considerations, as appropriate. Students will also participate in mock interviews with faculty and community social work professionals in preparation for pre-placement interviews. The second part of the orientation occurs the first day of spring semester and includes a review of practicum and professional behavior expectations, the ten core competencies on which the program is built, and an introduction to the practicum Learning Contract.

Practicum settings are approved for their ability to provide BSW students with meaningful social work practice opportunities that will allow them to achieve core competencies as outlined in the Learning Contract and the Field Evaluation.

Individualized orientations are conducted with new Field Instructors to orient them to facilitate information sharing regarding any changes within the social work program, as appropriate. Field Instructors (as well as students) will be provided a copy of the current Field Instruction Manual for their review and to serve as their guide to field instruction in Mary Baldwin's social work program. Field Instructors who do not possess a BSW or MSW, in compliance with CSWE requirements, are only considered after reviewing a current resume and determining their ability to adequately provide agency supervision. Social work faculty will routinely check-in with the Field Instructor and student more frequently to ensure appropriate social work perspective. Ongoing continuing education offerings will be provided, often in collaboration with other local social work programs, for Field Instructors.

Note: When students request permission to complete their practicum in their place of employment, the agency must be able to provide a significantly different social work experience than the student's employment responsibilities. The agency must also provide separate supervision for the field instruction.

The goal of the Field Instruction Program is to provide students opportunities to master the ten core competencies outlined by the Council on Social Work Education. They are as follows:

EPAS 2.1.1: Identify as a professional social worker and conduct oneself accordingly;

EPAS 2.1.2: Apply social work ethical principles to guide professional practice;

EPAS 2.1.3: Apply critical thinking to inform and communicate professional judgments;

EPAS 2.1.4: Engage diversity and difference in practice;

EPAS 2.1.5: Advance human rights and social and economic justice;

EPAS 2.1.6: Engage in research-informed practice and practice-informed research;

EPAS 2.1.7: Apply knowledge of human behavior and the social environment;

EPAS 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services;

EPAS 2.1.9: Respond to contexts that shape practice; and

EPAS 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

II. Specific Responsibilities of Social Work Program, Agency and Student

The Social Work Program

- A. There will be one faculty member responsible for the overall organization and coordination of field experience; this is the Field Director.
- B. The Field Director or her designee will contact the agency to discuss the Mary Baldwin Social Work program and will jointly work with the agency and discuss its responsibility and the desired learning experiences for the students.
- C. The Field Director or her designee serves as liaison between the student, agency and social work program.

- D. The Field Director or her designee will conduct visits at least twice a semester to consult with the Field Instructor regarding the student's progress toward desired learning goals and overall progress as an intern. Social Work Faculty will make more frequent contact with Field Instructors and students when Field Instructors do not meet the CSWE requirements that they hold either a CSWE-accredited baccalaureate or master's social work degree. In these cases, the Social Work Faculty will also coordinate social work clinical supervision to supplement the Field Instructor's supervision.
- E. The Field Instructor provides appropriate reports to the university and evaluates student's field performance.
- F. The Field Director or her designee will be available to the Field Instructors for consultation when requested.
- G. The social work program will assume initial responsibility for selection of students to be placed at the agency. The interests and capacities of the students are taken into account in assigning them to the various agencies. Agencies interview each candidate and make their final selection.

The Agency

- A. The agency will designate a Field Instructor with a CSWE-accredited BSW or MSW degree that will carry the major responsibility for structuring the student's learning opportunities. The agency will submit a current resume of a potential Field Instructor for consideration in the event that a BSW or MSW is not available. Such person must have two years' post-degree experience in a social work setting including a minimum of one year at the placement setting.
- B. The agency will provide the university with a brief description of the placement, as well as the function and structure of the agency.
- C. The agency will consider students for assignments without respect to race, ethnic origin, sex, age, religion, disability (unless the student would not be able to perform the duties required of the position), or political belief.
- D. Supervision and instruction will be provided through regular weekly Student-Field Instructor conferences.
- E. The Field Instructor will meet with the Field Director or her designee at periodic intervals to discuss learning opportunities and student performance.
- F. The Field Instructor will attend appropriate meetings at the university.
- G. The agency will advise the Field Director or her designee of policy and service changes in the agency.
- H. The agency will provide necessary space and facilities (such as telephone, office supplies, clerical services, and access to client records).
- I. The Field Instructor will arrange for the student's orientation to the agency. This orientation should include aspects of administrative functioning, schedules, recording, use of supervision, confidentiality, agency practices in regard to absence due to illness or weather conditions and work expense reimbursement.
- J. The Field Instructor will bring problems that arise with regard to the student and his/her performance in the field placement to the immediate attention of the Field Director or her designee.
- K. The Field Instructor will excuse the student to attend the mandatory SOWK 400 Field Instruction course and will allow the hours in attendance to count toward the field work total hours completed.
- L. A mid-semester and final evaluation of the student's progress is expected from all Field Instructors regarding the student's progress towards learning goals and overall progress. Both the

Field Instructor and the Student complete an assessment of the Student's field experience, the two assessments are reviewed and discussed with the Field Instructor submitting the final version to the Field Director or her designee.

This final evaluation must be discussed with the student no later than the final week of field placement. The student, having reviewed it, must sign the evaluation and may include comments. If a student disagrees with his/her evaluation, first he/she should attempt to resolve it to the mutual satisfaction of the Field Instructor and himself/herself. If this procedure fails, the student may submit a written statement of rebuttal to be attached to the evaluation.

The final evaluation is to be submitted by the Field Instructor to the Field Director or her designee, who will assign a grade based upon the evaluation, his/her field visits with the agency, and course work for SOWK 400 Field Instruction.

(A copy of the Evaluation of Student Field Performance, used for both the Mid-Term and the Final, is found in the back of the Field Instruction Manual.)

The Student

- A. The Student is expected to attend SOWK 400 Field Instruction classes and complete all required course work.
- B. If a Student is unable to attend a class, it is the Student's responsibility to immediately notify the course instructor and to make arrangements to complete course work missed during the class. Students are permitted one absence from Field Seminar class, in the event of an emergency; additional absences will result in points deduction. (see course syllabus)
- C. The Student is expected to be present at each assigned field day with the exception of agency holidays and illness.
- D. The Student must contact his/her Field Instructor immediately **and** the Field Director or her designee if he/she cannot be at the agency on the assigned field day. **(If the designee is not available, the student is required to contact the Field Director; and if the Field Director is available, the student should contact the Department Director.)**
- E. The Student is expected to participate in agency staff meetings and supervisory conferences. The weekly supervisory conferences are a joint responsibility of student and Field Instructor.
- F. The Student is expected to maintain records of his/her placement activities within the general practice of the agency.
- G. The Student is expected to comply with the policies and practices of the agency.
- H. The Student is expected to take a professional and serious responsibility for his/her agency assignments. The student should utilize the Field Instructor as their primary person for reporting and clearance.
- I. If problems arise with regard to the Student's field placement, it is his/her responsibility to bring up the matter to the immediate attention of the Field Instructor and the Field Director, her designee, or all. **The Students is cautioned not to wait until the end of the semester to address concerns.**
- J. The Student is responsible for maintaining time sheets (Time sheets are included in the back of the Field Instruction Manual.) as a record of their time working at their practicum. These time sheets are approved and signed by the Field Instructor at the end of the semester and submitted to the Field Director or her designee for approval.
- K. Clients' identities and circumstances are to be treated in the strictest of confidence.

- L. The Student will uphold all standards as outlined in the Social Work Code of Ethics while working in their practicum.
- M. The Student is expected to complete a mid-term and final assessment of his/her own performance in the field experience. The Student and Field Instructor will compare assessments with the Field Instructor submitting the final version to the Field Director or her designee. If a student disagrees with his/her evaluation, first he/she should attempt to resolve it to the mutual satisfaction of the Field Instructor and himself/herself. If this procedure fails, the student may submit a written statement of rebuttal to be attached to the evaluation.
Failure to participate in the review of the final evaluation is equivalent to failing to take a final exam, in which case the course is failed.
- N. Students are expected to adhere to the semester schedule agreed upon with placement agency and may **not** finish field instruction more than two weeks prior to the end of the semester. If students desire to remain with their placement agency beyond their 450 hours, they must meet the criteria for volunteers through the agency.

(A copy of the Evaluation of Student Field Performance, used for both the Mid-Term and the Final, is found in the appendix of the Field Instruction Manual.)

III. Termination of Student from Field Practicum in Social Work

- A. Termination of a student from their field practicum prior to the end of the semester may occur for various reasons. Initiation for termination may come from the student, agency or social work program.
- B. Written notification of the intent, including reason(s) for termination and appeal procedures must be prepared for the student, agency, advisor, Field Seminar Instructor (when not the Field Director) and Field Director (or Social Work Department Director in instances in which the Field Director initiated the termination) by the party requesting the termination.
- C. The Field Seminar Instructor (when not the Field Director) will have a conference with the student and appropriate agency personnel to discuss the situation and arrive at a decision. A written summary of the context and decisions must be submitted to the Field Director.
- D. The decision will be recorded in the student's record.

Appeals Procedure

Appeals are made to the Social Work Program Director. If the decision to terminate the field practicum is upheld by the Program Director, the student may then appeal the decision to the Dean of the College of Business and Professional Studies. A written summary of the appeal process and decisions issued should be submitted to the Field Director to be included in the student's record.

IV. Termination of Student from BSW Program

If a social work student exhibits inappropriate behavior that is in violation of the Honor Code, Code of Ethics and/or warrants concern from the Social Work faculty, the department has the right to terminate the student from the program.

The following steps will be taken if a student must be terminated from the program:

- A. The student will meet with the faculty to discuss the issue of concern.

- B. The student and faculty will collectively decide appropriate steps and program expectations needed to address the issue of concern.
- C. During this time, the student will be closely monitored and supervised by a Social Work faculty member who will make every effort to assist the student to achieve the required changes and provide on-going support and feedback regarding his/her progress.
- D. Should the student fail to meet the above outlined expectations; the faculty may terminate the student from the social work department/major.
- E. The student reserves the right to appeal the department's decision to the Dean of the College of Business and Professional Studies.

A student will be terminated from the Social Work major for the following reasons:

- A professional violation of the Code of Ethics either in the Field Placement or in a classroom setting.
- Blatant lack of respect towards a faculty member or other student.
- An Honor Offense as stated below and deemed worthy of expulsion from the Honor Council at MBC.

The Honor Pledge at Mary Baldwin University is as follows:

Believing in the principles of the Student Government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin University community. I recognize the principles of honor and cooperation as the basis of our life together. I shall endeavor faithfully to live my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will not fail to report others who lie, cheat, steal, plagiarize, or violate their pledge of confidentiality. I will encourage others to fulfill the ideals of the Honor System.

An Honor Offense at Mary Baldwin University is as follows:

An honor offense is an infraction of the University's stated rule of honor by a student enrolled in Mary Baldwin University. Honor offenses include plagiarism, lying, cheating, stealing, breach of a pledge of confidentiality, and failure to report any of these infractions. An infraction may occur on or off campus.

A. Plagiarism

Plagiarism is the use of someone else's ideas or work without acknowledging the source of the idea or work. All quotations, paraphrases, copying, and adaptation from published or unpublished sources must be acknowledged as explained below. Sources may include, but are not limited to, papers, written or spoken statements, and works of art. If a student discovers she/he has made some mistake in acknowledging sources in a paper already submitted, s/he must make this fact known to the instructor immediately. The Honor Council will not accept a plea of ignorance. Two general principles apply to documentation in sources in written work. They are presented here, quoted from Watkins, Floyd C.; Dillingham, William B.; and Martin, Edwin T., *Practical English Handbook*, Boston: Houghton-Mifflin Company, 1971, pp. 244-245.

B. Lying

A lie is a misrepresentation of facts as a student knows them, whether made verbally, in writing, or by a non-verbal indicator (such as, but not limited to, a head motion). Any lie that affects the Mary Baldwin University community will be dealt with by the graduate Honor Council, whether or not the misrepresentation is made to a member of the University community, and whether the misrepresentation

was made on or off campus. The Council hears cases including but not limited to those involving lying to a member of the faculty or of the administration or staff, to a student, or to a committee or organization. Examples include, but are not limited to, possession or use of a false I.D., stating a false name or age, and altering documents or official papers. Although any lie is a serious offense, the Graduate Honor Council views particularly seriously any lie to an investigation committee or to the Council. If an investigation committee or the Graduate Honor Council suspects that an accused student may be lying, the committee or Council will ask the student to clarify her or his statements. If the committee or Council continues to believe that the student may be lying, it will notify the student that s/he is also accused of the offense of lying. The investigation or hearing will proceed, and it will include the additional charge of lying.

C. Cheating

Each student is expected to do his or her own work in all academic endeavors. Giving or receiving help on academic work unless allowed by the instructor is cheating and must be reported. It is the student's responsibility not to discuss a test or exam with a student who has not taken it. To avoid the possible appearance of committing honor violations, students are advised not to possess or take any materials other than writing instruments and blank paper into any room where an open book test or examination is being given. Books and study materials should be left outside the room where the text or examination is to take place.

D. Stealing

Respect for the personal property of every individual is an essential principle upon which the Mary Baldwin University community is based. Taking or using the belongings of others without permission and unauthorized use of school property (including library books and magazines, laboratory equipment, dining room utensils, and refrigerators) are breaches of the honor system and will be dealt with by the Honor Council. A student's responsibility to the honor system does not end when h/she leaves the campus. Whenever a student signs her or his name to anything, s/he has acknowledged the ideals of the honor system and her or his promise is to uphold its pledge.

E. Explanation of Failure to Report an Offense

Conscious awareness of having witnessed a possible infraction of the honor system and then failing to report it is in itself an honor offense. The purpose of reporting a violation is not to harm the individual involved, but ultimately to maintain the integrity of the student and that of the community.

F. Confidentiality

All members of the Honor Council, students reporting offenses, members of an investigating committee, witnesses at a hearing and/or investigating committee, and advisors shall strictly maintain the confidence of the proceedings. An accused student may discuss his or her case while an investigation is proceeding with the following individuals: her or his family, advisor, the graduate Honor Advisor, and faculty, administration, and staff of the University. An accused student may not discuss her or his case with any other individual, especially those involved with an investigation. If an accused student is found responsible and given a sanction, the student may tell others the sanction. She may not discuss any other aspect of the case with anyone except the persons listed above. Failure to maintain confidentiality will result in an action by the Honor Council. The Honor Council shall post the results of cases in which a student has been found in violation, without names, once each semester; however, if there is a breach of confidentiality the Honor Council reserves the right to post a statement without names of the facts of the case for one-and-a-half to two days, at four places on campus.

Appeals Procedure

Appeals are made to the Provost. A written summary of the appeal process and decisions issued should be submitted to the Department Director to be included in the student's record.

V. Field Instruction Assignments

A. Learning Contract:

Learning Contracts are documents that formalize goals that students desire to achieve during their field practicum as they correlate with core competencies. It should be used during supervision to guide and evaluate the student's progress toward goal achievement. Learning Contracts should be double-spaced, using size 12 fonts with appropriate in-text citations in APA style.

See appendix for a sample learning contract listing each core competency (attainment of each core competency = goals) and including possible learning activities (completion of learning activity = objectives). Use the following guidelines for the contract:

Cover page:

Student's Name

Field Instructor's Name

Agency and Program Name

Address

Telephone Number

- I. Description of Agency: Provide a brief description of the agency, programs, services and population that the practicum agency serves. *(about one page; remember to cite sources appropriately)*
- II. Education and Related Employment: Students should describe their previous/current work and educational experiences previous to this field practicum. They should also include knowledge, skills, values and areas for growth. *(about two pages and should be in narrative form)*
- III. Learning Goals/Objectives/Evaluation (Students are required to use a chart format for this part of the Learning Contract. See sample in appendix.):
 - a) List each of the ten core competencies as learning goals.
 - b) For each goal, identify objectives to complete in order to achieve each learning goal. These can be chosen from the learning activities in the sample learning contract. ***There should be at least 3 measurable objectives per goal.***
 - c) Identify how the accomplishment of each objective will be evaluated. How will you both know when the student has accomplished the learning goal? Will your field instructor observe you? Will your clients provide feedback? ***This cannot be through self-assessment. Provide achievement dates for each objective and note when achieved (in chart).***

- IV. **Supervision:** Describe when, how and for how much time and by who (identify by name) you will be supervised and how supervision will facilitate the accomplishment of your goals. This is the section in the Learning Contract where you formalize your plans for the required supervision component of field instruction.

When a Field Instructor with a BSW and/or MSW is not available, students are expected to participate in clinical supervision through the social work program in addition to weekly supervision with their Field Instructor.

Note: While ideal, it may not always be possible to have regularly scheduled supervision times, due to the nature of the work. In these instances, describe efforts that will be made to ensure that the supervision requirement will be met.

- V. **Signature page:** Include a page where you and your field instructor sign and date your Learning Contract. Each person should receive a copy and the original is due in class by the second week of class or when designated in the course syllabus.

B. **Organizational Assessment**

The student is expected to carry out an assessment of his/her field practicum agency using the following assessment model. The report should be 5 – 7 pages, double-spaced, size 12 fonts with appropriate in-text citations in APA style.

Content should be contained under major topical headings (Agency, History, etc.). Do not use sub-topical headings. Please be as clear and concise as possible. A reference list of all resources utilized should be included at the end, as well as a list of personal communications, all people interviewed, their status/ role, and date(s) contacted. Also, include group member names and a description of each of their responsibilities in completing this assignment, when applicable.

Organizational Assessment Model

1) Agency History and Mission

- Briefly describe the history of the organization. How was it created and why and how it has changed over time?
- What is the mission of the organization?
- Are the policies and procedures consistent with the stated mission?
- To what extent is the stated mission supported by staff and programs?

2) Organization and Program Structure

- Prepare an organizational chart or include a current existing chart.
- What are the major departmental or program units on the chart?
- How are these units defined? (e.g. by client population, by function, by area, or some combination)
- Is this the most logical structure? Is it consistent with and supportive of the mission?

3) Programs and Services

- What programs and services are offered?
- Are these consistent with the stated mission of the organization?
- How is progress success or failure measured?

4) Management and Leadership Style

- How would you describe the management style of this organization?
- Do staff have the necessary authority to meet assigned responsibilities?
- How closely supervised are staff? Do different staff members have different levels of autonomy? If so, explain.
- How are decisions made? Is information solicited from those impacted?
- Do employees feel valued at every level?
- How is conflict handled? Can you provide an example?

5) Relationships with other parts of the Task Environment

- What are the agency's revenue sources? Be sure to list both cash and non-cash resources.
- What kind of relationship exists between the organization and its revenue sources?
- What is the organization's domain and where do the clients come from?
- How do clients come to be served at the agency? Are any refused? If so, why?
- Is the agency accessible to clients? If not, explain.

6) Relationships with Regulatory Bodies and the General Public

- What state and federal regulatory bodies oversee programs provided by this organization?
- What licensing or certification(s) are needed for staff or for the agency?
- What are the perceptions of the "general public" in terms of the relevance, need and value of this organization?

7) Summary and Conclusions

- What is your overall evaluation of the agency?
- How well does it meet its clients' needs?
- What gaps exist and how might they be addressed?

C. Oral Process Recording

This assignment involves presenting a verbal rendition of a written Process Recording (A Process Recording format is included at the back of the Field Instruction Manual). Each student will have **10 minutes** for his/her presentation and will be graded on the skills outlined in the corresponding rubric (See back of Field Instruction Manual). Below is a guideline for the presentation.

a) Introduction

- Name, agency, role and responsibilities
- Set the stage—client history, etc.
- How are you planning for this meeting?
- What are your expectations and feelings regarding this meeting?

b) Engagement

- What happened?
- How did you respond?
- Describe both verbal and non-verbal patterns.
- What environmental factors were involved in the exchange?

c) Reflection/Impressions

- What was the meaning and significance to this meeting?
- How could you have improved the interaction?
- What did you do well during the conversation?
- What *specifically* did you learn about yourself and your clinical skills?

d) Plan

- What are your plans for your next meeting based on *this* interaction?
- Based on your reflection, what would you do similarly or differently next time around?
- What remaining questions do you have?
- What practice/clinical issues did this raise for you?
- What future concerns can you identify?

D. On-line Journaling

Students are required to make weekly journal entries into an on-line Blackboard complement to the face-to-face classes. Students will be asked to write about one challenge and one success during their week of field experience. In addition to providing a forum for self-reflection, the hope is that this will provide an opportunity for greater peer support among the students in field placements, particularly for those students placed across the state or internationally. This should also provide an additional layer of faculty support to students in the field.

E. Mid-Term and Final Evaluation

Students and Field Instructors will evaluate, together, the student's field experience at mid-term and at the end of the practicum.

The evaluation is intended to open a summative dialogue between the student and field instructor about the student's acquisition and application of professional skills, knowledge, behavior, and competencies. This discussion should occur in a meeting scheduled specifically for this purpose and requires advance preparation on the part of both the field instructor and the student.

In preparing for this discussion, the field instructor and student should review the learning agreement, familiarize themselves with the evaluation tool in the appendix including the 10 core competencies and their component parts, refer to relevant examples, samples, or observations of

the student's work, and to collect observations from other colleagues with whom the student has worked.

After discussing and reviewing these items together, the field instructor should decide a rating for each of the component items. For each core competency area, field instructors should comment on specific behaviors or observations that demonstrate strengths and should describe in behavioral terms how competence in this area could be strengthened in the expandable text box. Frank evaluation of professional competency assessment is extremely important to student learning.

After completing the final field evaluation, the Field Instructor should also complete an assessment of the Mary Baldwin University Social Work Program's preparation of the student for the practicum experience. (the form is in the appendix) The students should also complete a similar assessment of the social work program's preparation for field and an assessment of the field placement setting. (both forms are included in the appendix) All final assessments should be submitted along with the final field evaluation and the timesheet. **Failure to participate in the review of the final evaluation is equivalent to failing to take a final exam, in which case the course is failed.**

- F. Process Recordings:** Process recordings are tools in which students practice their ability to record, verbatim, interactions with clients while simultaneously identifying skills and theories used. Students are also encouraged in self-reflection recalling feelings and thoughts throughout the interaction. This tool assists students in integrating theoretical and conceptual contributions of classroom and practice setting fostering implementation of generalist practice. A format is included in the appendix. An electronic version is on Blackboard.

In Conclusion . . .

The social work program values feedback from all involved in the field instruction program. It is the program's hope that Field Instructors and Students will, through their involvement and feedback, help in developing a solid, sound, and challenging program. Field instruction is seen as a dynamic interactive process in which the Field Instructor, the student and the program share active responsibility for contributing to the learning.

Thank you for participating in this integral component of Mary Baldwin University's Social Work Program!

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(cover/title page)

Mary Baldwin University
Social Work Program

SAMPLE BSW Learning Contract
(Adapted from Boise State University Social Work Program)

Student	
Academic Year	
Placement	
Placement Address:	
Placement Phone Number:	
Placement Field Instructor	
Placement Task Supervisor, if applicable	

- I. **Description of Agency:** Provide a brief description of the agency, programs, services and population that the practicum agency serves. (*about one page; remember to cite sources appropriately*)
- II. **Education and Related Employment:** Students should describe their previous/current work and educational experiences previous to this field practicum. They should also include knowledge, skills, values and areas for growth. (*about two pages and should be in narrative form*)

(NOTE: This is a SAMPLE learning contract that includes examples of several potential learning activities to support each competency. Sample activities are listed below each competency in italics. This is not an all-inclusive list and students and Agency Field Instructors are welcome and encouraged to identify additional activities that will help with acquisition of professional social work skills and competency.)

This learning contract serves to articulate activities that support CSWE's competencies, school and student's learning goals and to be a reflection of the student's semester in the field. These activities are site-specific, measurable, and individualized with the goal of promoting the student's successful development of professional competencies.

This contract is negotiated between the student, Agency Field Instructor, and Agency Task Supervisor (where applicable) and provides the basis for evaluating the student's professional development. Field Director consultation is available as needed to support the development of this contract.

III. Each Learning Contract should include a goal to address each of the ten core competencies and should be presented in a chart format. (see attached)

This contract should be completed by the end of the *second week* after your practicum begins. The following information is meant to assist you in identifying possible learning activities for each competency and practice behavior. **Please do not list in this format. Place your choices in the table format.**

Competencies, Practice Behaviors and Student Learning Activities:

1. **Identify as a professional social worker and conduct oneself accordingly: (EPA 2.1.1)**
 - **Advocate for client access to the services of social work;**
 - **Practice personal reflection & self-correction;**
 - **Attend to professional roles and boundaries;**
 - **Demonstrate professional demeanor in behavior, appearance, and communication;**
 - **Engage in career-long learning;**
 - **Use supervision and consultation.**

Learning Activities: (include at least three)

- a) *Determine commonly used resources for clients and most effective referral process.*
- b) *Keep notes on own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.*
- c) *Keep reflective journal/log of professional development and challenges; discuss in supervision;*

- d) *Discuss needed areas of growth in supervision and work on strategies toward growth.*
- e) *Discuss appropriate roles and boundaries of a student with Field Instructor and other agency staff; practice behaviors that demonstrate commitment to appropriate roles and boundaries (e.g. not exchanging personal contact information with clients; being mindful of use of social media, etc.).*
- f) *Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.*
- g) *Join a professional social work organization (NASW, for example) to gain familiarity with various social workers and social work roles in the community.*
- h) *Exhibit a professional attitude by arriving to the Field Practicum Site dressed appropriately, clean, smiling with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and prepare to learn.*
- i) *Dress according to agency policy.*
- j) *Participate in available workshops and trainings related to social work.*
- k) *Present to weekly supervision meetings prepared (Bring a list of topics/cases to discuss, report back on learning activities, share reflections form week, etc.)*
- l) *Consult with agency staff when appropriate to discuss social work related issues.*

2. Apply social work ethical principles to guide professional practice: (EPA 2.1.2)

- **Recognize and manage personal values in a way that allows professional values to guide practice;**
- **Make ethical decisions by applying standards of the NASW Code of Ethics;**
- **Tolerate ambiguity in resolving ethical conflicts;**
- **Apply strategies of ethical reasoning to arrive at principled decisions.**

Learning Activities: (include at least three)

- a) *Discuss personal/ethical/value dilemmas with supervisor/Field Instructor and reflect on how they influence work with clients.*
- b) *Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Field Director and/or peer in practicum seminar.*
- c) *Identify agency and client ethical dilemmas caused by external factors (funding cuts, etc.)*
- d) *Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Instructor, Field Director, and/or peers during practicum seminar.*
- e) *Openly discuss ethical conflicts/situations with Field Instructor.*
- f) *Review and discuss additional ethical or governing policies which may impact the way in which the agency is able to provide services to its clientele (i.e., agency rules, Virginia Code, HIPPA, FERPA, FMLA, SSI, AHCA, etc.).*

3. Apply critical thinking to inform and communicate professional judgments: (EPA 2.1.3)

- **Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;**
- **Analyze models of assessment, prevention, intervention, and evaluation;**

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

Learning Activities: (include at least three)

- a) *Discuss specific cases with Agency Field Instructor, including problem, proposed solution (s), proposed plan of action and/or proposed measurable outcomes.*
- b) *Read professional journal articles that relate to practice and discuss with supervisor.*
- c) *Interview members of a treatment team of varying perspectives on practice and various models/approaches used. Discuss findings with Field Instructor and strengths/appropriateness of each approach.*
- d) *Staff cases at multidisciplinary meetings or with colleagues;*
- e) *Maintain accurate, respectful and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.*

4. Engage diversity and difference in practice: (EPA 2.1.4)

- **Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;**
- **Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;**
- **Recognize and communicate understanding of the importance of difference in shaping life experiences.**

Learning Activities: (include at least three)

- a) *Strive to be assigned a diverse caseload of clients.*
- b) *Discuss cultural structure and values and their effect(s) on different clients with supervisor.*
- c) *Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.), and how your beliefs/values impact your interaction with various clients. Discuss the same with Agency Field Instructor, Field Director, and/or during practicum seminar class, giving special attention to issues that may seem particularly difficult or confusing.*
- d) *Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination, as well as equal and just treatment to all clients/patients of the agency.*
- e) *Review and discuss NASW's Cultural Competency standards with your Field Instructor. Work to incorporate these expectations/practice behaviors into your social work practice.*
- f) *Research and apply knowledge related to diversity to enhance client well-being.*
- g) *Use assessments that include sections of diversity/culture/spirituality as identified by client.*
- h) *Identify client differences using a strengths perspective.*

5. Advance human rights and social and economic justice (EPA 2.1.5)

- **Understand the forms and mechanisms of oppression and discrimination;**
- **Advocate for human rights and social and economic justice;**

- **Engage in practices that advance social and economic justice.**

Learning Activities: (include at least three)

- Identify agency population being served and social policies that have created and/or continue to create oppressive circumstances for the life course of the individuals/group.*
- Familiarize self with current political events and their impact on clients.*
- Identify forms of oppression/discrimination of a particular client group; discuss with supervisor.*
- Identify common economic barriers to care. Discuss with your Agency Field Instructor.*
- Identify the institutionally embedded barriers to an individual client's progress. Discuss them with your Field Instructor.*
- Follow a bill promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill.*
- Contact legislator about a current client population need.*
- Attend a public hearing or organizational meeting focused on increasing social and economic justice.*
- Demonstrate critical thinking and problem solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Field Director, and/or peers in practicum seminar.*
- Identify and review key concepts of social empowerment strategies. Discuss these strategies with field instructor and practice with clients.*
- Develop professional contacts with members of advocacy organizations that serve your client population.*

6. Engage in research-informed practice and practice-informed research: (EPA 2.1.6)

- **Use practice experience to inform scientific inquiry;**
- **Use research evidence to inform practice.**

Learning Activities: (include at least three)

- Be open to feedback on practice from clients and supervisor to improve social work skills.*
- Solicit feedback from agency staff to learn about effective forms of intervention use with client population.*
- Read professional journal articles relevant to agency population.*
- Analyze and/or acquire evidence-based methods being utilized within the agency.*
- Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Field Director, and/or peers in practicum seminar.*

7. Apply knowledge of human behavior and the social environment: (EPA 2.1.7)

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

Learning Activities: (include at least three)

- a) *Identify and apply social work theories as they may apply to the process of assessment, intervention or evaluation of clients/patients within the agency.*
- b) *Research and illustrate knowledge of planned change processes, including assessment, planning, intervention, evaluation, termination, and follow-up as may be appropriate at either the micro (individual) level, or at the macro (community) level.*
- c) *Become familiar with different assessment tools and the strengths/limitations of each tool.*
- d) *Understand developmental stages of client population and integrate this understanding into assessment and intervention process.*
- e) *Identify and discuss with Agency Field Instructor, Field Director, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).*
- f) *Utilize specific interventions to increase understanding of client in environment.*

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EPA 2.1.8)

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

Learning Activities: (include at least three)

- a) *Participate in a community advocacy event.*
- b) *Attend advocacy days and meet with legislators regarding policy issues.*
- c) *Discuss laws that affect agency with supervisor.*
- d) *Research a minimum of one policy that directly affects the well-being of client population. Discuss impact of this policy on your clients and policy change ideas with Field Instructor.*
- e) *Identify relevant organizational and informational websites that provide social policy information relevant to your agency's service population, or serve as clearinghouses for legislative issues. Review them with your Field Instructor. Consider creating a web directory for your agency.*
- f) *Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.*
- g) *Participate in social work day at the Virginia Legislature.*
- h) *Write a letter to your state or federal representative about a social policy that negatively or positively affects your client population.*
- i) *Track legislative initiatives relevant to your agency's client population. Create a fact sheet to educate the public about the importance of the initiative and/or issue.*

9. Respond to contexts that shape practice: (EPA 2.1.9)

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

Learning Activities: (include at least three)

- a) *Attend agency training sessions where possible.*
- b) *Identify and attend current community training sessions such as Continuing Education courses offered by local colleges or through NASW or other organizations offering training.*
- c) *Assist with or participate in local trainings or workshops relevant to agency issues.*
- d) *Develop or revise a community resource guide.*

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities: (EPA 2.1.10)

- **Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;**
- **Use empathy and other interpersonal skills;**
- **Develop a mutually agreed-on focus of work and desired outcomes;**
- **Collect, organize, and interpret client data;**
- **Assess client strengths and limitations;**
- **Develop mutually agreed-on intervention goals and objectives;**
- **Select appropriate intervention strategies;**
- **Initiate actions to achieve organizational goals;**
- **Implement interventions that enhance client capacities;**
- **Help clients resolve problems;**
- **Negotiate, mediate, and advocate for clients;**
- **Facilitate transitions and endings;**
- **Critically analyze, monitor, and evaluate interventions.**

Learning Activities: (include at least three)

- a) *Seek feedback from supervisor about ways to build rapport and trust with clients.*
- b) *Plan, develop and carry out a support group.*
- c) *Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.*
- d) *Identify areas of comfort and discomfort in client engagement and discuss in supervision.*
- e) *Demonstrate ability to empathize and use appropriate interpersonal skills with clients.*
- f) *Engage with and interview clients/families to determine strengths and challenges. Develop interviewing and rapport-building skills.*
- g) *Review literature on relationship-building and apply concepts to my own interviewing technique.*
- h) *Observe client assessment and write/organize/interpret client data (could be shadow process).*
- i) *Do a family genogram and/or eco-map as part of an assessment.*
- j) *Develop a written assessment of client that includes client's strengths and weaknesses.*
- k) *Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.*
- l) *Work with a client or client system to develop an intervention plan.*
- m) *Facilitate referral process of client to another agency, when appropriate.*
- n) *Maintain communication and follow-up with client to determine client outcomes and potential success.*

- o) Review client progress throughout termination phase; prepare client for final sessions/meetings.
- p) Continually review goals and objectives with client to monitor progress.
- q) Review client file(s) to determine progress toward agreed upon goals
- r) Evaluate assessments/data collection and intervention practices during supervision.

Learning Objectives/Tasks/Evaluation Chart:

Goals (each of the core competencies)	Objectives (minimum of 3 measurable objectives; can use suggested learning activities on sample contract)	Assessment Measures/Evaluator (ways to measure achievement; evaluator)	Date of Achievement
A. Identify as a professional social worker and conduct oneself accordingly: (EPA 2.1.1)	<ul style="list-style-type: none"> 1) Determine commonly used resources for clients and most effective referral process. 2) Join a professional social work organization (NASW, for example) to gain familiarity with various social workers and social work roles in the community. 3) Keep reflective journal/log of professional development and challenges; discuss in supervision. 	<ul style="list-style-type: none"> 1) Discuss compilation of commonly used resources/most effective referral process with Field Instructor 2) Obtained membership; verification provided 3) Discussion of journal/log with Field Instructor in supervision 	
B.	<ul style="list-style-type: none"> 1) 2) 3) 		
C.	<ul style="list-style-type: none"> 1) 2) 3) 		

IV. **Supervision:** Describe when, how and for how much time and by who (identify by name) you will be supervised and how supervision will facilitate the accomplishment of your goals. This is the section in the Learning Contract where you formalize your plans for the required supervision component of field instruction.

When a Field Instructor with a BSW and/or MSW is not available, students are expected to participate in clinical supervision through the social work program in addition to weekly supervision with their Field Instructor.

Note: While ideal, it may not always be possible to have regularly scheduled supervision times, due to the nature of the work. In these instances, describe efforts that will be made to ensure that the supervision requirement will be met.

Signature page: Include a page where you and your agency field instructor sign and date your Learning Contract. Each person should receive a copy and the original is due in class by the second week of class or when designated in the course syllabus.

Mid-Term and Final Field Evaluation

_____ Mid-Term _____ Final

Student			
Name:			
Email:		Phone Number:	

Agency Placement	
Agency Name:	
Agency Address:	
Program Address (if different):	

Hours Verification	Total Hours Required: 450
Hours Completed at Time of Evaluation:	
Plan to make-up hours, if applicable:	
<input type="checkbox"/> Weekly instruction occurred at intervals of no less than one dedicated hour per week	

Instructors			
Mary Baldwin Field Seminar Instructor:			
Contact Email:		Contact Phone Number:	
Agency Field Instructor:			
Contact Email:		Contact Phone Number:	
Agency Task Supervisor, if applicable:			
Contact Email:		Contact Phone Number:	

This document contains confidential communication intended for review only by the field instructor, student, and the Mary Baldwin School of Social Work.

Mid-Term and Final Evaluation

Instructions for Completion:

The evaluation is intended to open a summative dialogue between the student and field instructor about the student's acquisition and application of professional skills, knowledge, behavior, and competencies. This discussion should occur in a meeting scheduled specifically for this purpose and requires advance preparation on the part of both the field instructor and the student.

In preparing for this discussion, the field instructor and student should review the learning agreement, familiarize themselves with the following evaluation tool including the 10 core competencies and their component parts, refer to relevant examples, samples, or observations of the student's work, and to collect observations from other colleagues with whom the student has worked.

After discussing and reviewing these items together, the field instructor should decide a rating for each of the component items. For each core competency area, field instructors should comment on specific behaviors or observations that demonstrate strengths and should describe in behavioral terms how competence in this area could be strengthened in the expandable text box. Frank evaluation of professional competency assessment is extremely important to student learning.

Rating Scale Guide:

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

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

- 7 = Student *routinely* demonstrates advanced-level knowledge, skills and abilities with *minimal supervision*
- 6 = Student demonstrates advanced-level knowledge, skills and abilities in this area with *ongoing supervision*
- 5 = Student demonstrates required-level knowledge, skills and abilities with *periodic supervision*
- 4 = Student demonstrates required-level knowledge, skills and abilities in this area with *ongoing supervision*
- 3 = Student demonstrates beginning-level knowledge, skills and abilities with *periodic supervision*
- 2 = Student demonstrates beginning-level knowledge, skills and abilities with *ongoing supervision*
- 1 = Student demonstrates little or no knowledge, skills and abilities and requires *ongoing supervision*
- 0 = Student has not had the opportunity to demonstrate knowledge, skill or abilities on this student behavior.

Score reflects exceptional performance and should be used sparingly and only at the final evaluation.

Scores would be typical for final evaluation.

Scores would be typical for mid-term evaluation. 4 could be considered at mid-term for exceptional beginning level performance but used sparingly.

Circle the appropriate number for each competency using the scale above as your key.

Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.

1.1	Advocate for client access to the services of social work. (student may identify and/or pursue recommended services on behalf of client)	7	6	5	4	3	2	1	0
1.2	Practice personal reflection and self-correction to assure continual professional development. (student uses process recordings and supervision meetings for personal reflection toward professional development)	7	6	5	4	3	2	1	0
1.3	Attend to professional roles and boundaries. (student demonstrates an appropriate understanding of his/her professional role within the placement agency, does not attempt to inappropriately operate outside identified boundaries, complies with confidentiality)	7	6	5	4	3	2	1	0
1.4	Demonstrate professional demeanor in behavior, appearance, and communication; (student complies with placement dress code, is appropriate and professional in all communication internal and external to the placement, presents as prepared, assertive)	7	6	5	4	3	2	1	0
1.5	Engage in career-long learning. (student pursues opportunities to learn about client populations, resources, diagnoses and/or other prevalent issues through webinars, articles, discussions with community partners and/or placement staff; participates in placement and community trainings, as relevant and available)	7	6	5	4	3	2	1	0
1.6	Use supervision and consultation. (student prepares an agenda in advance of supervision meetings, complies with supervisory guidance, and seeks consultation outside of regularly scheduled supervision meetings, as needed)	7	6	5	4	3	2	1	0

Comments:

Competence #2: Student applies social work ethical principles to guide his or her professional practice.

Student

2.1	Recognize and manage personal values in a way that allows professional values to guide practice. (student demonstrates self-awareness of personal values and the ability to separate those values from social work practice)	7	6	5	4	3	2	1	0
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2.2	<p>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. (student presents as knowledgeable of above-referenced ethics and practices in adherence of these ethical standards)</p>	7	6	5	4	3	2	1	0
2.3	<p>Tolerate ambiguity in resolving ethical conflicts. (students are able to use critical thinking skills to consider potential ethical conflicts while working toward resolution)</p>	7	6	5	4	3	2	1	0
2.4	<p>Apply strategies of ethical reasoning to arrive at principled decisions. (students will consider all aspects of a potential decision, including the ethical implications)</p>	7	6	5	4	3	2	1	0

Comments:

Competence #3: Student applies critical thinking to inform and communicate professional judgments.

3.1	<p>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (students are able to consider multiple sources of information, including evidence/research-based knowledge in relation to practice)</p>	7	6	5	4	3	2	1	0
3.2	<p>Analyze models of assessment, prevention, intervention, and evaluation. (students are able to acquire information on models of assessment, prevention and evaluation relevant to placement agency’s practice and be able to discuss the benefits and weaknesses of each)</p>	7	6	5	4	3	2	1	0
3.3	<p>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (students are able to demonstrate effective communication that is grammatically correct, clear, concise and in compliance with placement agency’s expectations)</p>	7	6	5	4	3	2	1	0

Comments:

Competence #4: Student engages diversity and difference in practice.

4.1	<p>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (students are able to identify potential challenges for clients as they relate to diversity and difference and the dominant culture’s impact on these client populations)</p>	7	6	5	4	3	2	1	0
4.2	<p>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (students use personal reflection through journaling and/or discussion in</p>	7	6	5	4	3	2	1	0

	supervision meetings to increase self-awareness of personal biases and values and prevent impact on work with clients)								
4.3	Recognize and communicate their understanding of the importance of difference in shaping life experiences. (students are able to demonstrate that they value diversity and difference)	7	6	5	4	3	2	1	0
4.4	View themselves as learners and engage those with whom they work as informants. (students are able to be open to learning about diversity and difference in practice and will seek information from clients, as appropriate, and placement staff to increase knowledge and understanding)	7	6	5	4	3	2	1	0

Comments:

Competence #5: Student advances human rights and social and economic justice.

5.1	Understand the forms and mechanisms of oppression and discrimination. (student will explore and become knowledgeable of possible forms of oppression and discrimination of placement clients)	7	6	5	4	3	2	1	0
5.2	Advocate for human rights and social and economic justice. (students will discuss results of 5.1 and possible ways to advocate on behalf of clients)	7	6	5	4	3	2	1	0
5.3	Engage in practices that advance social and economic justice. (students will participate in placement-sanctioned practices or activities toward the advancement of social and economic justice; this might include participating on a task force)	7	6	5	4	3	2	1	0

Comments:

Competence #6: Student engages in research-informed practice and practice-informed research.

6.1	Use practice experience to inform scientific inquiry. (students gain information about evidence-based practices used by the placement and learn about their evolution; what is required to become evidence-based)	7	6	5	4	3	2	1	0
6.2	Use research evidence to inform practice. (student researches and complies with evidence-based practices utilized by the placement)	7	6	5	4	3	2	1	0

Comments:

Competence #7: Student applies knowledge of human behavior and the social environment.

7.1	<p>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (students are able to demonstrate an understanding of ecological systems perspective and how it might impact assessment, intervention and evaluation)</p>	7	6	5	4	3	2	1	0
7.2	<p>Critique and apply knowledge to understand person and environment. (students are able to use an ecological systems perspective in work with clients, this might include the use of eco-maps)</p>	7	6	5	4	3	2	1	0

Comments:

Competence #8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1	<p>Analyze, formulate, and advocate for policies that advance social well-being. (student acquires an understanding of policies that impact client populations served by the placement and explores ways to assist the agency toward policy advocacy; this may include participation in NASW Lobby Day)</p>	7	6	5	4	3	2	1	0
8.2	<p>Collaborate with colleagues and clients for effective policy action. (student will work with placement colleagues toward effective policy action; this may include participation in NASW Lobby Day)</p>	7	6	5	4	3	2	1	0

Comments:

Competence #9: Student responds to contexts that shape practice.

9.1	<p>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service. (student researches trends relevant to placement clientele demographics, resources etc., necessary to provide relevant services)</p>	7	6	5	4	3	2	1	0
9.2	<p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (student will become familiar with possible sustainable changes in service delivery/practice to improve quality of services; student may propose changes and/or participate on a committee/task force to explore promoting sustainable changes)</p>	7	6	5	4	3	2	1	0

Comments:

Competence #10: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

10.1	Engagement								
(a)	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	7	6	5	4	3	2	1	0
(b)	Use empathy and other interpersonal skills. (student demonstrates empathy and relationship building skills to build rapport which might consist of genuineness, credibility, trustworthiness, etc.)	7	6	5	4	3	2	1	0
(c)	Develop a mutually agreed-on focus of work and desired outcomes. (student is able to engage clients toward working toward an identified goal)	7	6	5	4	3	2	1	0
10.2	Assessment								
(a)	Collect, organize, and interpret client data. (student participates in data analysis by working with placement staff or collecting data on their cases, looking for patterns, trends)	7	6	5	4	3	2	1	0
(b)	Assess client strengths and limitations. (student is able to effectively identify strengths and challenges)	7	6	5	4	3	2	1	0
(c)	Develop mutually agreed-on intervention goals and objectives. (student understands the importance of self-determination and its importance in the development of treatment plans)	7	6	5	4	3	2	1	0
(d)	Select appropriate intervention strategies. (based on information obtained, student is able to identify appropriate intervention strategies for the client's situation)	7	6	5	4	3	2	1	0
10.3	Intervention								
(a)	Initiate actions to achieve organizational goals. (student is aware of and works toward implementation of placement agency goals)	7	6	5	4	3	2	1	0
(b)	Implement prevention interventions that enhance client capacities. (student is able to apply a strengths-based perspective in their work with clients)	7	6	5	4	3	2	1	0
(c)	Help clients resolve problems. (student is able to work with client toward problem resolution, using appropriate strategies while respecting client self-determination)	7	6	5	4	3	2	1	0
(d)	Negotiate, mediate, and advocate for clients. (students demonstrates the ability to negotiate, mediate and advocate on behalf of the client)	7	6	5	4	3	2	1	0
(e)	Facilitate transitions and endings. (student is able to manage client interactions, assisting clients with transition to services and/or other staff as well as facilitating appropriate and effective termination)	7	6	5	4	3	2	1	0

10.4	Evaluation								
(a)	Social workers critically analyze, monitor, and evaluate interventions. (students are able to review and discuss interventions' progress and effectiveness)	7	6	5	4	3	2	1	0

Comments:

Field Instructor

Make specific recommendations in regard to strengths and areas in which the student needs further development, additional learning experiences, etc., here.

STUDENT

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

I agree with the evaluation

I do not agree with evaluation

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

Student may record comments, reactions, and concerns here as needed or desired:

FIELD SEMINAR INSTRUCTOR COMMENTS (OPTIONAL)

Field Seminar Instructor may add comments or recommendations here:

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SIGNATURES

As a reminder, this document contains confidential communication intended for review only by the field instructor, student, and the School of Social Work and is intended to be used solely for educational purposes.

Field Instructor's Signature		Date:
Student's Signature		Date:

Mary Baldwin University

Susan Warfield School of Social Work

FIELD INSTRUCTOR'S EVALUATION OF MARY BALDWIN UNIVERSITY'S SOCIAL WORK PROGRAM

1. Total number of years that you have been a Field Instructor: _____

2. Total number of years that you have been a social worker: _____

Please use the following scale to evaluate your experience with the field practice program.

N/A = insufficient opportunity	3 = to an average extent
1 = not at all	4 = to a large extent
2 = somewhat	5 = to a very large extent

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 3. To what extent was the student intern adequately prepared to begin the field practicum experience? | 5 | 4 | 3 | 2 | 1 | N/A |
| 4. To what extent was the management of the practicum placement efficient? | 5 | 4 | 3 | 2 | 1 | N/A |
| 5. To what extent was the student intern prepared for the practicum placement interview? | 5 | 4 | 3 | 2 | 1 | N/A |
| 6. To what extent were the written materials regarding the policies and procedures of the MBU Social Work Program helpful? | 5 | 4 | 3 | 2 | 1 | N/A |
| 7. To what extent were you given sufficient material to understand the philosophy of the Social Work Program at MBC? | 5 | 4 | 3 | 2 | 1 | N/A |
| 8. To what extent were you satisfied with the quality of our Field Instructors' Trainings? | 5 | 4 | 3 | 2 | 1 | N/A |
| 9. To what extent did the written materials given to you help you understand the program's theoretical perspectives of social work practice? | 5 | 4 | 3 | 2 | 1 | N/A |
| 10. To what extent did the information disseminated during the orientation adequately frame the educational expectations for students during the practicum? | 5 | 4 | 3 | 2 | 1 | N/A |
| 11. To what extent was the Field Director available to you, if needed? | 5 | 4 | 3 | 2 | 1 | N/A |

12. To what extent was the Field Director’s visits to the practicum site helpful? 5 4 3 2 1 N/A
13. To what extent was communication with the Field Director via telephone and/or e-mail throughout the academic year helpful? 5 4 3 2 1 N/A
14. What are the best days and times of the week for you to attend workshops? (Circle all that apply)
 Monday Tuesday Wednesday Thursday Friday
 Morning Afternoon All Day
15. What topics would you like to see covered in future workshops? _____

To what extent was the student placed in your agency able to:

16. Apply critical thinking skills within the context of professional social work practice. 5 4 3 2 1 N/A
17. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. 5 4 3 2 1 N/A
18. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. 5 4 3 2 1 N/A
19. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. 5 4 3 2 1 N/A
20. Understand and interpret the history of the social work profession and its contemporary structures and issues. 5 4 3 2 1 N/A
21. Apply the knowledge and skills of generalist social work practice with systems of all sizes. 5 4 3 2 1 N/A
22. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. 5 4 3 2 1 N/A
23. Analyze, formulate, and influence social policies. 5 4 3 2 1 N/A
24. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. 5 4 3 2 1 N/A
25. Use communication skills differently across client populations, 5 4 3 2 1 N/A

colleagues, and communities.

26. Use supervision and consultation appropriate to social work practice. 5 4 3 2 1 N/A

27. Function within the structure of organizations and service delivery systems and seek necessary organizational change. 5 4 3 2 1 N/A

28. Identify changes that you think would strengthen our Social Work Program: _____

29. Please make any suggestions to strengthen your role and function as a Field Instructor: _____

Thank you for taking the time to fill out this evaluation. We hope you have had a positive experience as a Field Instructor!

Mary Baldwin University

Susan Warfield Caples School of Social Work

Senior Student's Assessment of Social Work Program

1. How well were you prepared to deal with clients in a professional manner?

1 2 3 4 5
Not at All Somewhat Average Extent Large Extent Very Large Extent

2. How well were you prepared to work with clients of different racial and ethnic backgrounds?

1 2 3 4 5
Not at All Average Extent Very Large Extent

3. How well were you prepared to work with people from varying religious and lifestyle differences?

1 2 3 4 5
Not at All Average Extent Very Large Extent

4. How well were you prepared to work with people from different socioeconomic differences?

1 2 3 4 5
Not at All Average Extent Very Large Extent

5. How well were you prepared to understand and utilize agency policy and procedure?

1 2 3 4 5
Not at All Average Extent Very Large Extent

6. How well were you prepared to use/gather/interpret statistical information?

1 2 3 4 5
Not at All Average Extent Very Large Extent

7. How well were you prepared to demonstrate ethical decision making and social work values?

1 2 3 4 5
Not at All Average Extent Very Large Extent

8. How well were you prepared to work as a team player?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

9. How well were you prepared to initiate and sustain relationships with clients?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

10. How well were you prepared to use the generalist problem solving model with clients?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

11. How well were you prepared to refer clients to appropriate community resources?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

12. How well were you prepared to deal with issues related to social and economic justice?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

13. How well were you prepared to apply basic concepts and theories to client situations?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

14. How well were you prepared to represent your agency and collaborate with other agency personnel in a professional manner?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

15. How well were you prepared to organize paperwork?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

16. How well were you prepared to manage your time?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

17. How well were you prepared to express yourself clearly with verbal communication?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

18. How well were you prepared to express yourself clearly in written communication skills?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

19. How adequate was your course work, college and agency supervisor in providing support and guidance to you while you were in the field?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

20. How adequate was overall course preparation in getting you ready for social work as a profession?

1	2	3	4	5
Not at All		Average Extent		Very Large Extent

What recommendations would you make to the program to improve the readiness of students going into field?

What did you find to be the most helpful in preparing you for field? This could be courses, orientations at MBU or at your practicum, club activities, etc. _____

10. Comment on how this field practicum prepared you to become a professional social worker.

11. Describe any remaining thoughts about this placement not already mentioned that you thought were highly valued or not as you expected. Would you recommend this opportunity to a future Mary Baldwin University social work intern?

I give my permission to share this evaluation with my field supervisor.

Signature: _____

Date: _____

Mary Baldwin University

Susan Warfield Caples School of Social Work

Field Placement Timesheet (Each student must complete 450 hours.)

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ **FI initials** _____
Supervision Time Week Total: _____ **FI initials** _____
Clinical Supervision*Total: _____

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ **FI initials** _____
Supervision Time Week Total: _____ **FI initials** _____
Clinical Supervision*Total: _____

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ **FI initials** _____
Supervision Time Week Total: _____ **FI initials** _____
Clinical Supervision*Total: _____

Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ **FI initials** _____
Supervision Time Week Total: _____ **FI initials** _____
Clinical Supervision*Total: _____

Week 5

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ **FI initials** _____
Supervision Time Week Total: _____ **FI initials** _____

Clinical Supervision*Total: _____

Week 6

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Week 7

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Week 8

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Week 9

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Week 10

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Week 11

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						

Clinical Supervision*						
------------------------------	--	--	--	--	--	--

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Week 12

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Week 13

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Week 14

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Week 15

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hours Worked						
Supervision						
Clinical Supervision*						

Hours Worked Week Total: _____ FI initials _____
 Supervision Time Week Total: _____ FI initials _____
 Clinical Supervision*Total: _____

Student Signature: _____

Field Instructor Signature: _____

Clinical Supervisor Signature*: _____

Agency & Telephone: _____

*required when no Field Instructor with a BSW or MSW is available at the placement

Mary Baldwin University

Susan Warfield Caples School of Social Work

PROCESS RECORDING FORMAT

(This format is also available on Blackboard.)

- I. PURPOSE OF INTERVIEW/CLIENT CONTACT (*Include whether this was a formal/informal interaction.*)

- II. OBSERVATIONS (*Include nonverbal and verbal observation for both the interviewee and the Interviewer.*)

- III. CONTENT (SEE ATTACHED PAGE FOR FORMAT)

- IV. POST-INTERVIEW ASSESSMENT (*Did you achieve your intended purpose? Has your formal or informal assessment of the interviewee changed since the interaction?*)

- V. ASSESSMENT OF SOCIAL WORKER'S ROLE(S) AND SKILLS (*What did you do well? What would you change*)

- VI. PLAN FOR NEXT SESSION (*Did the interaction bring up points/questions you would like to pursue in your next interaction? Is there additional information you would need in order to make an accurate assessment of the situation and if so, what would it be?*)

Student/Client Interview (How Interview began, and then verbatim recording of interview <i>including nonverbal communication</i>)	Skills/Theories used	Feelings (Your emotional reaction)	Thoughts (Your assessment)	Field Instructor Comments	Field Seminar Instructor Comments

Interviewing Skills	Theories/Models/Perspective	Feeling Words
Greeting/Meeting/Introduction	Strengths-Based Perspective	Embarrassed, disgraced, mortified
Clarifying the Purpose of the Interview	Empowerment	Terrified, intimidated, scared, fearful, frightened, panicky, stunned, shocked, worried, insecure
Inducting the Interviewee	Generalist Approach	Powerless, impotent, inferior, worthless, helpless, anxious
Acceptance	Systems Theory	Tired, weary, skeptical, exhausted
Empathic Understanding	Feminist Perspective	Hopeful, inspired, eager
Genuineness and Authenticity	Eco-Systems Perspective	Crushed, ruined, destroyed, devastated, betrayed, rejected, offended
Interviewee Self-Determination	Problem-Solving Model	Anguished, dreadful, dejected, horrible, miserable, disheartened
Confidentiality	Solution-Focused Model	Elated, fantastic, exhilarated, organized
Respect for Interviewee's Individuality	Narrative Model	Confident, powerful, courageous, determined, strong
Interest, warmth, trust and respect	Social Learning Theory	Bewildered, puzzled, trapped, overwhelmed
Attending Behaviors	Task-Centered Model	Furious, hateful, bitter, angry, resentful
Minimal Encouragements	Stage Theories – Life Stages	Isolated, rejected, alienated
SOLER		
Paraphrasing		
Reflection of Content		
Reflection of Feelings		
Summarizing		
Transitions		
Reaching for Feelings		
Clarification		
Interpretation		
Confrontation		
Self-Disclosure		
Sharing Information		
Support and Reassurance		
Silence		
Advice		
Humor		
Environmental Modifications		
Questions: 1) open-ended; 2) clear, concise; 3) general appropriateness		
Termination techniques: 1) pacing of affect and content; 2) non-verbal gestures		

Rubric for Oral Process Recording

Process Recordings	Incomplete 15 Points	Needs Work 18 Points	Good Work 21 Points	Outstanding 25 Points
<p><u>Introduction, Engagement:</u> Provides preliminary information about case and student provides introduction of self and placement.</p>	<p>Process recording outline not followed. No notation of any pre-engagement planning & narrative gives little if any indication of what actually transpired.</p>	<p>Outline followed, but limited clarity of pre-engagement planning &/or what actually transpired.</p>	<p>Clear statement of pre-engagement planning. Clarity of what actually was said or transpired and good description of self during meeting.</p>	<p>Highly developed correlation between what was planned & what transpired. Maintains a relevant & specific narrative of self and client systems. Deep understanding of self in exchange.</p>
<p><u>Reflections:</u> Give meaning and significance to the interaction and reflects personally and professionally in regard to the exchange.</p>	<p>Little or no thought given to what was said or transpired. Only narrative of what happened, with little or no self-evaluation of one's effectiveness.</p>	<p>Some thinking about what was said or transpired, but with limited or sketchy depth and understanding, and limited/sketchy self-evaluation of one's effectiveness.</p>	<p>Considerable thought, reflection, & assessment of what transpired. Clear self-evaluation of one's effectiveness with examples & direct references to support. Utilized clinical skills.</p>	<p>High level of reflective, critical thinking about what transpired. Extensively developed self-evaluation of one's effectiveness, with examples & direct references to support. Utilized clinical skills extensively.</p>
<p><u>Plan and Questions:</u> Make a plan for next interaction with client, discuss clinical, professional and personal issues, and discuss questions this brought up for student.</p>	<p>Little or no plan for next interaction. Any questions asked lack depth and could easily be answered by student with some reflection/Thought.</p>	<p>Some plan indicated, but not fully developed, appropriately used or sequenced, or clearly labeled. Questions are asked, but still lack depth/reflection and thought.</p>	<p>Student indicates a clear plan for next meeting and questions reflect considerable analysis of person-concern-situation and one's personal learning.</p>	<p>Highly developed awareness & application of all concepts and plans for future. Questions demonstrate critical thought to assess person-concern-situation and one's personal learning.</p>
<p><u>Oral Presentation Skills:</u> Student gains skills in oral presentation and public speaking skills with peers.</p>	<p>Student makes little or no eye contact, reads directly from paper, is difficult to hear, and uses many filler words (um, uh...). Is over/under time significantly.</p>	<p>Student makes some eye contact, reads most of her paper directly and uses many filler words (um, uh, etc.) Is over/under time somewhat.</p>	<p>Student makes good eye contact, uses notes minimally, uses some filler words and appears overall confident. Maintains time limits well.</p>	<p>Student makes excellent eye contact, uses notes very minimally, and appears very confident and secure. Uses 10 minutes for presentation.</p>

