

Pre- Assignment- Due 08/28/19 by 11:59PM

Utilize your syllabus for this class to complete the following quiz. Please submit your quiz using the link on Blackboard labeled "Assignment Submissions. This assignment is worth 30 points.

- 1 All assignments are due by 9:00PM on the due date specified.
True False
- 2 It is the end of the semester and Sally has performed well in her SWK 328 class. Based on the points she earned from her assignment, she should have earned a "B." However she was absent from class on 2 occasions in addition to being tardy on 2 occasions. What will Sally's final grade be?
C B D F
- 3 If I turn in my assignment after the posted due date, the assignment will be accepted and 10 points will be taken off the final letter grade.
True False
- 4 Students are encouraged to contact me with any questions, comments, or concerns they may have. I monitor my email on a regular basis and will respond within ____ business hours.
48 12 36 24
- 5 All assignments will be turned in via Blackboard unless otherwise indicated by the instructor.
☐ True ☐ False
- 6 What is the email address of the professor teaching this course?
- 7 Fill in the Blank:
To avoid plagiarism, all work must be submitted using _____ format.
- 8 Fill in the blank:
Students who have their papers reviewed by The Writing Center prior to submission, will have ____ points added to the paper's final score.
- 9 Circle all that apply-

What assignment is due on 11/19/19?

-Week 12 Time Sheet -Self Care Paper -Week 12 Journal Entry -Competency Presentation

10 This course operates under a _____ Down Policy.

Head Eyes Screen Hands

11 Students are not allowed to transport Clients as a part of their fieldwork.

True False

12 It is the responsibility of the _____ to ensure that Weekly Timesheets are signed by all appropriate parties and submitted by the due date.

Field Instructor Task Instructor Student Director of Field Education

13 If I receive below a 69.5% on my Mid-Field/Final Field Evaluation, but turned in all my Field Seminar assignments I will be able to pass the course.

True False

14 Student should complete ____ hours weekly at their Field Placement.

24 12 16 8

15 Students are allowed ____ personal days per semester.

1 2 0 3

16 What is the due date for the signed Learning Contract?

17 Travel time from the student's home to their practicum counts toward their practicum hours.

True False

18 Sally is in her 13th week of practicum and realizes her placement agency will be closed on Thursday and Friday for Thanksgiving Holiday. These are the days of her regular scheduled practicum hours. Sally used her two personal days in weeks 2 and 7, due to transportation issues. What advice would you give Sally?

19 How many tasks must a student select for each practice dimension on their Learning contract?

1 2 3 4

20 If a student is going to be late or absent from field placement, who must they notify?

Field Instructor Director of Field Education Parents Clients



SCHOOL OF BEHAVIORAL
& NATURAL SCIENCES
MOUNT ST. JOSEPH UNIVERSITY

Course Syllabus

Fieldwork I and Seminar

Contact Information:

| | | |
|-------------------------|--|----------------|
| Instructor: | Roxana S. Hawkins, LISW-S, LICDC, MSSW | |
| Pronouns: | She/Her/Hers | |
| Office Location: | CL 12C | |
| Phone Number: | Office: (513) 244-4693 | |
| Email: | Roxana.Hawkins@msj.edu | |
| Office Hours: | Monday | by appointment |
| | Wednesday | 4:00pm-7:00pm |
| | Thursday | 9:00am-12:0pm |
| | Friday | by appointment |

Course Outline of Record

Course Title: Fieldwork I and Seminar

Course Number: SWK 330-S7

Semester/Year: Fall 2019

Prerequisites: SWK 327, SOC 202, Admission to the Social Work program, and Senior

Standing; Ability to navigate and submit assignments via Blackboard

Credit Hours: 5

Class Time: Saturday, 1:00pm – 3:50pm

Class Face to Face Meeting Dates: 09/07; 09/21; 10/05; 10/19; 11/2; 11/16; 12/7

Catalog Description: The student spends two days per week in a social agency (for a total of 224 hours during the semester) under the supervision of a worker in the agency serving as field instructor. The seminar is held to help students integrate theory with practice and to guide students to address pertinent ethical and policy issues.

Course Objectives:

Major Course Objectives:

Mount St. Joseph University learning outcomes and performance indicators associated with this course are provided in the table below in the right-hand column.

Graduates of the Social Work Program are expected to demonstrate the integration and application of the CSWE 2015 EPAS nine core competencies. Listed below (left column) are the course objectives that are associated with some of these core competencies and their associated practice behaviors.

Upon successful completion of this course, students should be able to demonstrate achievement of the expected knowledge, skills, and values-based learning outcomes associated with these selected core competencies/practice behaviors. Course content and assignments are designed to introduce, reinforce and/or emphasize those practice behaviors associated with this course, and to assist social work students in developing the social work core competencies.

At the end of this course, students will be able to:

| LEARNING OBJECTIVES | MSJ CORE LEARNING OUTCOMES AND PERFORMANCE INDICATORS |
|--|---|
| 1. Develop knowledge of the identity of professional social work and how to conduct oneself accordingly. (C2.1.1, PB #1) | |

| | |
|--|--------------------------------------|
| 2. Identify and explain in writing the distinguishing characteristics of social work as a profession as well as the multitude of professional roles in the field of social work. (C2.1.1, PB #3) | |
| 3 Assess and evaluate their own professional growth and development through reflective journaling, modeling, and guided discussions. (C2.1.1, PB #2) | |
| 4. Recognize, discuss, and manage personal values, thoughts, and feelings in professional interactions (“use of self”). (C.2.1.2, PB #1) | |
| 5. Communicate effectively, both orally and in writing, in working with systems of all sizes (individuals, families, groups, organizations, and communities, and colleagues). (C2.1.3, PB #3) | LO/Communication 1, 2 |
| 6. Use knowledge of self and one’s own culture to challenge biases and personal values. (C2.1.1, PB #2; C2.1.4, PB #2) | LO/Socio-Cultural Relationships 1, 2 |
| 7. Increase one’s knowledge of diversity and difference by learning from clients and identifying client strengths. (C2.1.4, PB #4) | |
| 8. Identify the forms and mechanisms of oppression and discrimination in organizations, institutions, and society and how these forms and mechanisms change. (C2.1.5, PB #1) | |
| 9. Understand social work’s historic and current role in working at-risk populations and working towards social and economic justice. (C2.1.5, PB#2) | |
| 10. Recognize the connection between research and evidence-based best practice with systems of all sizes (individuals, families, groups, organizations, and communities). (C2.1.3, PB #1; C2.1.6, PB #1; C2.1.6, PB #2). | |
| 11. Identify gaps in service and use methods to improve service access, efficiency and effectiveness at all levels of practice. (C2.1.9, PB #2) | |

GRADING SCALE

| | |
|---|--------------|
| A | 89.5% - 100% |
| B | 79.5% - 89% |
| C | 69.5% - 79% |

| | |
|---|-------------|
| D | 59.5% - 69% |
| F | Below 59.5% |

If you are a social work major, you must receive a grade of “C” or better in this course in order for it to count as meeting the requirement for the major

Required Texts:

The Social Work Practicum: A guide and Workbook for Students, 7thED, Author: Cynthia L Garthwait. Boston: Allyn and Bacon.
ISBN: 9780133948417

Academic Honesty Policy:

To access the university’s academic honesty policy, click on the link listed below.

<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>

Cheating on any course work is unacceptable behavior and results in some form of disciplinary action. Plagiarism likewise is unacceptable. Plagiarism is using others’ ideas without clearly acknowledging the source of that information. So, to avoid plagiarism, one must give credit whenever one uses another person’s ideas, opinions, or theory; any facts, statistics, graphs that are not common knowledge; quotations of another person’s actual spoken or written words; or any paraphrase of another person’s spoken or written words.

Inclement Weather Policy:

To access the university’s Inclement Weather Policy, click on the link listed below.

https://mymount.msj.edu/ICS/icsfs/Inclement_Weather_Policy-February_2019.pdf?target=36c51ef3-99c2-4fde-bcd4-78bd31fb9686

Should class be cancelled for issues related to inclement weather, the student is responsible for checking Blackboard for a makeup assignment.

Temporary Illness Policy:

To access the university’s temporary illness policy, click on the link listed below.

https://mymount.msj.edu/ICS/icsfs/Temporary_Illness_Injury_Pregnancy_Policy.pdf?target=cb704db2-bcb1-454d-9c31-4310226ce3b4

Disability Policy:

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, the Director of Learning Center & Disability Services, to present documentation and develop individualized accommodation plans (244-4524, Meghann.Littrell@msj.edu , Learning Center, Room 156 Seton). Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at <http://www.msj.edu/academics/disability-services/>.

Learning Outcomes and Performance Indicators:

To access the university's learning outcomes and performance indicators, click on the link listed below.

<http://registrar.msj.edu/undergraduate-catalog/academic-information/learning-outcomes-performance-indicators/>

Withdrawing From Class:

The decision to withdraw from a class is significant and may influence a student's academic status and/or financial aid award. All students are encouraged to speak to their instructor and their academic advisor if they are considering withdrawing from a course.

The instructor can help decide which course of action is best and direct the student through the appropriate channels.

Any student wishing to drop a class must fill out and submit a drop/add form. To access the university's withdraw/drop policy, click on the link listed below.

https://mymount.msj.edu/ICS/icsfs/S119_PP_REV_4-17-18.pdf?target=c6556b4e-7ae1-4bee-a80b-05876fe84e36

For seven week classes –

| | |
|------------------------|---|
| Weeks 1-3 meeting day: | No record of dropped class if dropped before the meeting day of 3 rd week (“W” grade begins the meeting day in week 3) |
| Weeks 4-5 meeting day: | Grade of “W” for dropped class (Grade of “W” ends the meeting day of 5 th week) |
| Weeks 6-7 meeting day: | No drops accepted the day after the 5 th meeting day |

Policy on Incompletes:

If you cannot complete the work for this semester **and** we have discussed this **and** I have approved your request for an Incomplete grade, you must follow the policy designated by the University and complete the appropriate paperwork. Please see the following MSJU undergraduate catalogue link for specific details:

<http://registrar.msju.edu/undergraduate-catalog/rights-policies/academic-policies/grades/>

COURSE POLICIES & PROCEDURES

Course Format:

The class will be structured primarily using “guided- discussion” that will be supplemented with, PowerPoint presentations, student presentation, guest speakers, videos, question/answer, small group activities, Kahoot! Quizzes and class exercises. This will require each student to be prepared for discussion and to bring a critically analytical view and professional discourse regarding their professional experiences, cases, journal discussions and actual practice from their agencies. Assessment will occur via the pre-assignment, homework assignments, and Learning Contract Evaluations..

Communications:

I encourage students to contact me with any questions, comments, or concerns you may have. I monitor my email on a regular basis and will respond within 48 business hours. Please keep this in mind should you reach out for clarification about assignment. In order to protect your confidentiality, I will only respond to student emails that are sent via their Mount St. Joseph University account.

Attendance & Participation

- Attendance will be taken at the start of each class.

- Student participation in class activities is what makes the class a fun and productive learning experience.
- To participate in this course students must be alert and oriented, thus sleeping in class is not an acceptable behavior.
- In class assignments and/or pop quizzes may be given at any time with a minimum point value of 25 points.
- Students are responsible for contacting classmates to get notes and information that they miss due to their absence.
- **Regardless of progress with course assignments, your final grade will drop a full letter grade with 2 absences and two full letter grades with 3 absences.**
- **Students will be withdrawn from the course if they are absent from the course on more than 3 occasions.**

**Participation (or lack thereof) and attitude/effort can
also affect attendance grades**

Tardiness

- **Two tardies will count as an absence.** See policy on absences above.
- You are considered tardy if you arrive more than 15 after the posted start date for class. You are also considered tardy if you leave early.
- If you are not present when attendance is taken, you are responsible for seeing the instructor AFTER class to avoid being counted absent.

Assignment

- **Late assignments will not be accepted in this course.** All assignments are due by 11:59pm on the due date specified. At that time the assignment submission opportunity (whether a discussion board, quiz, etc.) will “disappear” in Blackboard.
- Proper grammar, sentence and paragraph structure will be required for all assignments in this course.
- All assignment must be submitted using APA guidelines. If you are concerned about your ability to utilize APA guidelines you are encouraged to seek assistance from the Writing Center on Campus, The Learning Center, Seton Center (SET 156) 513-244-4202
- Any sources used for an assignment must be cited following APA guidelines. If you are unfamiliar with APA guidelines, please review: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- Work should be proofread and spell-checked, as this will affect your assignment grade. Students who struggle with writing are strongly encouraged to use the Writing Center.
- All individual assignments must be submitted via the appropriate submission link in Blackboard and be in .doc, .docx, or .pdf format.
- All quizzes are only assessing content from the reading assigned for that week, unless otherwise specified.
- For assignments to be eligible for full credit, they must meet both the length requirement (if specified) and fully address the prompts given for the assignment.
- There are some reflections and opinion-based assignments in this course. I will not deduct points for disagreeing with you. Whether I agree with you or not, I will

deduct points if you do not explain your answers and/or if you do not follow the specific assignment prompt.

Class Etiquette

- Respect and dignity for all students is required. Any display of disrespect will result in dismissal from class.
- All students in this course regardless of major will conduct themselves in manner that is in line with the NASW Code of Ethics
- Students will practice the use of person first language throughout the duration of this course.
- Students will remain open to thoughts, views, and opinions of others that are respectfully presented by their peers. Students do not have to agree with their peers, but will practice “agreeing to disagree.”
- All electronic devices must be on silent and out of sight during class.
- Earphones, ear buds, IPODS, etc. are other examples of electronic devices that are not permitted in class.
- Screen Down Policy- You maybe prompted at certain points in class to access electronic devices, however outside of those occasion laptops are not to be utilized in the class and must be closed during class time.

Grades:

All grades will be maintained in Blackboard’s online grade book. Students are responsible for tracking their progress by referring to the online grade book. Students can generally expect to receive grades and feedback within seven days of the assignment due date. If exceptions occur, the instructor may notify students of changes to this expectation.

Methods of Evaluation:

Due to the nature of this course, student will be evaluated in two separate ways. The first method of evaluation will be based on their Mid-Field Evaluation. Due to emphasis placed on the student displaying CSWE competencies based on their learning contract, the student must obtain 41.7 out of 60 points (69.5%) on their Mid-Field Evaluation to pass this course and move on the next step of the evaluation. If the student does not obtain 41.7 out of 60 points (69.5%) on their Mid-Field Evaluation, they will receive a D in the course and the course will not be counted toward their Social Work major.

The second step of the evaluation, for those students who obtain the appropriate score on their Mid-Field evaluation, is detailed below. The final letter grade is indicated by dividing points earned by points possible.

| Activity | Points | Brief Description |
|------------------------------|--------|---|
| Pre Assignment | 50 | Complete pre assignment prior to our first class |
| Weekly Time Cards | 140 | Students will earn 10 points each week for turning in completed weekly time cards. |
| Journal Entry | 140 | Students will earn 10 points each week for completing journals. |
| Orientation Sheet | 35 | Student will complete Agency Orientation Checklist with Field Instructor and submit via blackboard link. |
| Learning Contract | 35 | Student will complete Learning Contract with Field Instructor identifying practice actives to complete over the course of the semester. |
| Presentation | 100 | Student will complete 30 minute presentation regarding the agency where they are completing their practicum |
| Paper | 100 | Student will complete self-awareness paper |
| Learning Contract Evaluation | 600 | Mid-field evaluation score given by Field Instructor multiplied by 10 |
| Total Points | 1200 | |

Class Activities:

- Weekly Activities:
 - Time Cards- Students are required to record completed hours on official weekly time sheets, which must be signed by the Field Instructor, and turned in via Blackboard on a weekly basis. Your time card are due for each week is due the following Monday after that week. For example your first time card due on Tuesday 09/03/19 at 11:59pm, will reflect the hours you completed from 08/25/19 to 08/31/19. Your time card must be signed by you Field Instructor to receive credit for your hours and earn points toward your grade. Should you turn in your completed time card late, you will receive credit for you hours but will earn not points toward your grade. You must turn in a completed time card to receive credit for your hours. No timecard, no credit toward your hours.
 - Journal Entries- Due each Tuesday at 11:59pm, reflecting on the student practicum experience the week prior. Student will submit their journal entries each week via Blackboard under “Journal” tab. Each journal but be at least 500 words. Students are encouraged to develop their journal in a word document so they can utilize the word count and grammar/spelling check tool. They will then copy and paste the final document into the journal entry. Student coverage each prompt fully and meet the word count requirement to receive full credit.
- In Class Activities
 - Ethics In Action- Most class sessions students will be presented with written/verbal/video vignettes that present an ethical dilemma. Student will work in small groups to identify the NASW Code of Ethic

that has been violated and brainstorm ways the situation could have been handled differently.

- Licensure Prep- Most class session students will be provided an opportunity to response to various types of questions that could be asked as a part of the ASWB Bachelors exam. Students will utilize Kahoot! to response to the questions. Group discussion will also take place on test taking skill and applying for an LSW.
- **Practicum Forms-** Please see field manual or Blackboard for forms
 - Agency Orientation Checklist: Due 09/10/13 via Blackboard
 - Learning Contract: Due 09/17/19 via blackboard
 - Mid-Field Evaluation:
Mid-Field Evaluation will take place during the last 2 weeks of your Field on placement. Based on the Learning Contract submitted on 09/17/19, the student and the Field Instructor will evaluate student performance. Director at field education will be present for the review of the Evaluation.
- **Assignments**
 - Agency Presentation-
Each student will complete a 30 minute power point presentation on their practicum agency. Student should generate this presentation for an audience that has no knowledge of the agency or program. The goal of the presentation is for the audience to having a solid understand of your agency/program by the end of the presentation. Your presentation will need to include the information below:
 - Agency Mission and Values
 - Agency/program budget and funding source
 - Agency/program location and hours
 - Types of professional employed
 - Target Population Served
 - Services offered
 - How to access services
 - At least one Evidence Based Practice used by the Agency/programStudent will need to include at least 2 peer reviewed articles during the presentation. All references will be cited utilizing APA 6th edition standards. Students should utilize in text citations as well as provide a reference page slide(s). Due date for assignment will vary depending on when student is selected to present. See presentation schedule on Course Calendar.
 - Self-Awareness: Due 12/10/19 11:59PM
There is an ongoing need for the practice of self-awareness as a Social Worker. Due to this, students will compose a 750 word paper, not

including references or title page, identifying the population they have struggled to engage with during their practicum experience. Should the student not be able to identify a population since entering practicum, they will focus this paper on a population they believe they will struggle to serve in the future. The paper should include the following:

- Definition of self-awareness
- Why self-awareness is important in the field of Social Work
- Identification of the population they have struggled to serve/engage
- Reflection on the student attitude, values, and belief systems and the impact it has on serving the identified population
- At least 2 evidenced based practices that target their identified population

Students will need to include at least 2 peer reviewed articles in their paper.

APA Documentation:

All work must be submitted in APA format. This includes citing your sources! If you do not cite, this is considered plagiarism. If you need assistance with APA formatting, please review the For example, do not cut/paste from the web in your discussion posts. If you need assistance with APA formatting, I encourage you to review Purdue Owl APA website: <https://owl.english.purdue.edu/owl/resource/560/01/>

Papers must include:

1. Title Page
2. 12-point font, Times New Roman, double spacing, 1 inch margins, page numbers
3. Reference page, and don't forget in text citations.

Additionally, students who have their papers reviewed by The Writing Center prior to submission, will have an additional 5 points added to their total score. To receive the 5 points, the professor must receive verification from The Writing Center that the paper was reviewed prior to submission. For more information review their page on My Mount:

https://mymount.msj.edu/ICS/MSJAcademics/Learning_Center/Writing_Center.jnz

| Field I Class/Assignment Schedule | | | |
|-----------------------------------|---|---|----------------|
| <u>Class</u> /Due Date | Reading/Topic/Book Chapter(s) Covered | Assignment(s) Due | Point Value |
| 08/26 | Field Manual/Syllabus | Pre-Assignment | 50 |
| 09/03 | | Week 1: Time Sheet Week 1: Journal Entry | 10 10 |
| <u>09/07</u> | Chapter 1 & 2 Code of Ethics NASW | None | --- |
| 09/10 | | Agency Orientation Checklist Week 2: Time Sheet Week 2: Journal Entry | 35 10 10 |
| 09/17 | | Learning Contract Week 3: Time Sheet Week 3: Journal Entry | 35 10 10 |
| <u>09/21</u> | Ethics In Action Chapter 4 Self-Care Licensure Prep | | |
| 09/24 | | Week 4: Time Sheet Week 4: Journal Entry | 10 10 |
| 10/01 | | Week 5: Time Sheet Week 5: Journal Entry | 10 10 |
| <u>10/05</u> | NASW- Guest Speaker Chapter 3 Licensure Prep | None | --- |
| 10/08 | | Week 6: Time Sheet Week 6: Journal Entry | 10 10 |
| 10/15 | | Week 7: Time Sheet Week 7: Journal Entry | 10 10 |
| <u>10/19</u> | Ethics In Action Competency Presentation By Field II Licensure Prep | None | --- |
| 10/22 | | Week 8: Time Sheet Week 8: Journal Entry | 10 10 |

| | | | |
|---------------------|---|--|----------------|
| 10/29 | | Week 9: Time Sheet Week 9: Journal Entry | 10 10 |
| <u>11/02</u> | Ethics In Action Competency Presentation By Field II Licensure Prep | None | --- |
| 11/05 | | Week 10: Time Sheet Week 10: Journal Entry | 10 10 |
| 11/12 | | Week 11: Time Sheet Week 11: Journal Entry | 10 10 |
| <u>11/16</u> | Ethics On Action Agency Overview Licensure Prep | Agency Presentation #1 Agency Presentation #2 | (100) (100) |
| 11/19 | | Week 12: Time Sheet Week 12: Journal Entry | 10 10 |
| 11/26 | | Week 13: Time Sheet Week 13: Journal Entry | 10 10 |
| 12/03 | | Week 14: Time Sheet Week 14: Journal Entry | 10 10 |
| <u>12/07</u> | Ethics On Action Agency Overview Licensure Prep | Agency Presentation #3 Agency Presentation #4 | (100) (100) |
| 12/10 | | Self-Awareness Paper | 100 |

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agencies. *Journal of Social Work, 49*, 17-26.

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Ruffolo, M. (2006). Developing a parent-professional team leadership model in group work:

Work with families with children experiencing behavioral and emotional problems.

Journal of Social Work, 51, 31-38.

Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian: The parent experience.

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exploration. *Journal of Social Work, 52, 221-231.*



SOCIAL WORK PROGRAM FIELD WORK MANUAL 2019-2020

PURPOSE OF THE FIELD WORK MANUAL

This FIELD WORK MANUAL provides necessary information regarding policies, responsibilities, and expectations for field placement agencies, field instructors, field liaison/coordinator, and students associated with field work education in the Social Work Program at Mount St. Joseph University (MSJ). Students are accountable and responsible for all information contained in this FIELD WORK MANUAL.

In addition to the policies and procedures contained in this FIELD WORK MANUAL, students are also responsible for policies and procedures outlined in the SOCIAL WORK STUDENT HANDBOOK, the Mount St. Joseph University UNDERGRADUATE CATALOG and the Mount St. Joseph University STUDENT HANDBOOK (<https://mymount.msj.edu/ICS/icsfs/MSJ18-19StudentHandbook.pdf?target=2a8fc2cf-4995-4431-bfad-9cc555721a29>)

ACCREDITATION

Mount St. Joseph University has been authorized to offer the Bachelor of Arts – Social Work major (BA) degree by the Ohio Board of Regents and Higher Learning Commission.

The Social Work Program at the Mount St. Joseph University has been fully accredited by the Council on Social Work Education (CSWE) since 1991.

CHANGE NOTICE

The Social Work Program reserves the right to make changes in policies, procedures, and regulations subsequent to the publication of this FIELD WORK MANUAL. The FIELD WORK MANUAL will be reviewed at least once annually. Notice of changes, revisions, or any additions to the Social Work Program FIELD WORK MANUAL will be incorporated into field work education syllabi, posted on the MyMount Department of Sociology and Social Work website or distributed to each student in writing by the Field Work Coordinator of the Social Work Program. Each faculty member and each student is responsible for making the appropriate changes in their FIELD WORK MANUAL.

Greetings-

Mount St. Joseph University and the Department of Sociology and Social Work are grateful to our field instructors and their agencies for the time and effort they provide to the social work education of our students. Their collaboration and cooperation are what ensure rich learning experiences for students as they move forward in the ongoing process of becoming social workers. We honor their work.

For field education to be maximally effective, good information is needed. To that end we are providing this BSW Field Instruction Manual to you. We hope that this manual, in conjunction with other orientation sessions, will help both students and field instructors understand their roles and responsibilities in this essential component of social work education. As noted by the Council on Social Work Education, field instruction is the *signature pedagogy* of social work education.

The Department of Social Work at Mount St. Joseph University wants to provide both students and field instructors with the support they need to be successful. If you have any questions, concerns, or requests, please do not hesitate to contact us; we want to do everything we can to ensure positive field experiences.

Welcome to field education!

Sincerely,

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The University will respond promptly and effectively to allegations of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex (sexual orientation and gender identity) or another legally protected status. The University will promptly conduct investigations and take appropriate action, including disciplinary action, against individuals found to have violated this policy, as well as provide appropriate remedies to complainants and the campus community. The University will take immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

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I. Introduction to Field Work Education

The Social Work Program at Mount St. Joseph University prepares students for entry level professional, generalist social work practice. The field placement experience is a critical component of all professional social work programs as field education is the signature pedagogy of the social work profession. It is within the context of an agency system and community where students learn about specific practice areas and issues. Many of the realities of practice, such as limitations in technology and/or access to hi-tech equipment, funding, gaps in services, embedded structural issues, and identification of cultural competency challenges are not yet grasped by the students until they have direct, hands on experiences in the field work courses and field placement setting. The agency field instructor plays an important role in helping the student to apply foundation knowledge, values and skills learned in the classroom, to practice situations. The field instructor is also a professional role model. The field work experience is one mechanism by which students become socialized to the profession of social work. Field work students can indeed be a wonderful resource to community agencies and bring a wealth of energy, enthusiasm, and commitment with them to the practicum experience. However, the primary focus always should be on the student's learning experience. While agencies often benefit from the activities in which students are engaged, the agency must recognize the individual placed is in fact a 'student,' and must not be given activities that do not meet the requirements of the baccalaureate program. The Program, through the linkage of the social work faculty serving in roles of coordinator and liaison, works closely with the field instructor to direct, coordinate and monitor the practicum experiences for all students.

II. Overview

Social Work Program Mission Statement

The mission of Mount St. Joseph University social work program is to prepare students to have the knowledge, values, and skills of generalist social work practice in order for them to competently provide service to society's most vulnerable people as well as leadership in the social service agencies that work to alleviate poverty and oppression. The program aims to develop graduates who value diversity and who have an understanding of the need for life-long learning in the changing local, national, and world contexts of social work practice.

Social Work Program Goals

1. To prepare social work students to work effectively with client systems of all sizes, to work in varied social contexts of social work practice, and to recognize the changing nature of these contexts.
2. To prepare students to appreciate and work with diverse groups, especially the minorities who are prevalent in the greater Cincinnati area.
3. To promote social work knowledge development.
4. To prepare students to practice their learned social work knowledge and provide leadership for the social work agencies.

CSWE Competencies

The Council on Social Work Education (CSWE) accredits all BSW and MSW programs. As part of the accreditation process, programs are required to assess 9 social work competencies operationalized by 31 practice behaviors. These competencies, the definition of each, and their corresponding practice behaviors are as follows:

1: Demonstrate Ethical and Professional Behavior

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

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

2: Engage Diversity and Difference in Practice

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

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

Social workers understand that every person regardless of position in society has fundamental human

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

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

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

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

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

5: Engage in Policy Practice

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

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

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

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

relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

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

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

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

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive

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

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

Council on Social Work Education. (2015). *Educational Policy and Accreditation Standards*.

III. Social Work Field Work Placement Organizational Structure

Field Work Course Structure

In order to enroll in the first Field Work course (SWK 330), students must have a minimum of senior class standing, and have taken the prerequisite courses: Introduction to Social Work (SWK 220), Human Behavior in the Social Environment (SWK 321), and Practice Skills I (SWK 327: Interviewing & Assessment) and their prerequisite cognate courses (e.g., PSY 103, SOC 103, SOC 202). The student must attend a Field I Interest meeting with the Director Of Field Education and complete an application for field placement.

The Social Work Program at the Mount divides the field work requirements into two courses:

SWK 330: Fieldwork I
SWK 432: Fieldwork II

Both SWK 330 and SWK 432 require 224 hours of supervised fieldwork at the designated field agency, for a total of 448 hours at completion.

Administration of Field Work

The Director of Field Education has the overall responsibility for directing the Field Work Program and reports directly to the Program Director. The Director of Field Education is responsible for:

- development and evaluation of field work placement agencies;
- screening and recommending students to field agencies for placement;
- development, implementation, and evaluation of field work policies;
- evaluation of field program activities;
- development, implementation, and evaluation of field instructor training;
- monitoring students' progress in the field;
- meeting with the field instructor and student when a student's performance is below expectations
- serving as the field liaison position in addition to the director position

Responsibility of Director Of Field Education/Liaison

The Director of Field Education's position acts as a liaison functions as a part of the social work education team to provide linkage between Mount St. Joseph University, the student, and the field agency. The Director/Liaison has primary responsibility for coordinating the assignments and activities of the social work student throughout the field placement. The Director/Liaison is able to use their professional experiences in the field to assist students in integrating theory with practice, thereby enhancing agency-based instructions. The Director/Liaison monitors and evaluates students' progress and performance in the field and assumes primary responsibility for assigning students' grades for the semester.

The responsibilities of the Director/Liaison include:

- teaching and facilitating a 3 hour bi-weekly field seminar which processes the students' experiences in the field, integrating academic theory and content with field knowledge, practice, and skills;
- monitoring and evaluating the students through: assessment of students' work in the field (reflected in journals or written summaries); the appropriateness of the students' learning contracts; individual visits at the agencies with the students and Field Instructors (at least once per semester and periodic telephone/email contact); and overall review of the students' performance in the field as reflected in the verbal and written evaluation processes;
- providing support and training to Field Instructors in the supervision of field students;
- participating in faculty meetings related to curriculum development; coordination, assessment, screening, and review of field students, and other planning issues;
- assigning the student a final grade after consultation with the Field Instructor and review of written evaluations and field seminar performance;
- making at least one agency visit during each semester to ascertain the student's progress and to respond to any questions or concerns presented by the Field Instructor;
- conferring with the Field Instructor and student when problems arise regarding a student's performance;
- withdrawing any student from field placement for reasons of health, performance, or other reasonable cause upon the concurrence of the agency Field Instructor and Program Director;
- communicating with the Program Director on students' progress in their field placement including any problems, issues, or concerns that need to be addressed by the field program.

IV. Field Placement Agencies and Instructors

Selection of Participating Field Agencies and Field Instructors

Field agencies provide students the opportunity to apply classroom knowledge to real problems of client systems of all sizes. Students, in turn, provide agencies the opportunity to bring new ideas and challenges to service delivery. To become affiliated with Mount St. Joseph University Department of Social Work, agencies must meet the following criteria:

- An agency's philosophy of service must be compatible with the philosophy, values, and ethics of the social work profession (abide by the National Association of Social Worker's Ethical Standards).
- An agency must have a good reputation sanctioned by the community to provide services to address human needs.
- Services provided by the agency must be appropriate for undergraduate, generalist social work practice, and there must be a sufficient caseload of clients (and work) for students to gain "hands on" experience.

- There must be the availability of appropriate supervision, namely at least one staff member who has a BSW or an MSW, to serve as the Field Instructor for the student. The Field Instructor must have a minimum of two years' experience as a social worker in addition to being employed by the Field Agency for six (6) months or more. Field Instructors must be well-versed in their area of service delivery, must practice according to the NASW Code of Ethics, and must be an effective instructor.
- Agencies must support the field education process by providing release time for Field Instructors to carry out field instruction responsibilities and to attend field-related meetings.
- Agencies must provide students with adequate work space, office supplies, access to a telephone for work duties, and access to client and agency records appropriate for the learning experience.
- Agencies must agree to participate in various processes of the field program, including field orientation, periodic field agency updates, conduct interviews with prospective field students, and communicate with field faculty.
- Agencies must recognize the individual placed is in fact a "student", and must not give activities to the student that do not meet the requirements of the baccalaureate program.

Procedure for Arranging Field Setting and Field Instructor

In arranging the field placement, the Director of Field Education will contact the agency director or the agency staff member (who has previously served as a field instructor) in the semester prior to the student placement. This will be in October/November for the winter/spring semester and in February/March for the fall semester. The purpose of the contact is to establish the availability of the agency/Field Instructor to accept students for the identified semester. Should the agency be open to accepting students, they will be added to agency list of possible placements. Based on the student's application for field placement, the student will be matched with appropriate agencies. The Director of Field Education will then forward agency/Field Instructor the resume of interested student and seek permission for the student to call to arrange an interview with the agency Field Instructor and/or director in order to be considered for the field placement assignment.

Any agency/Field Instructor who has not already served as a practicum site will be visited by the Director of Field Education to explore the agency's programs, staffing, and facilities in order to assess the agency's ability to serve as a field placement site and to confirm if the agency/Field Instructor meets the Program's criteria for selection. Any new Field Instructor will be asked to submit a resume to the Program for verification of her/his credentials.

A copy of the Field Work Manual is provided to the agency/Field Instructor at least 1 week prior to the beginning of the semester or at the Field Instructor orientation, whichever occurs first. The Letter of Agreement and Field Confirmation Agree will be complete will be sent to the agency/Field Instructor and the student to be placed upon verbal agreement of placement. The agency staff member serving as Field Instructor should return the Letter of Agreement regarding the agency's acceptance of the Program's requirements and the responsibility to guide the student through the learning objectives prior to the Field Instructor Orientation or with 10 business days, whichever occurs first.

Responsibilities of the Field Agency and Field Instructor

As an approved field agency, affiliates are committed to the educational process of the social work students. Through agency experiences and supervision, students have the opportunity to learn and become socialized into the profession. Agencies are expected to provide designated field instructors and other resources stated in the criteria for agency selection. Field agencies are asked to work cooperatively with the Social Work Field Program (and Director of Field

Education/Liaison) in creative problem• solving and efforts to enhance the learning experience for field students.

As an affiliate with Mount St. Joseph University Social Work Program, agencies agree to:

1. Provide opportunities for students to participate in agency programs and activities that will enhance the students' learning experience;
2. Appoint appropriate personnel to serve as Field Instructors and provide the necessary agency support for Field Instructors to provide required supervision and attend field orientation and training provided by the College as well as participate in all other field-related functions (supervision, evaluation, conferences, etc.);
3. Provide students the use of facilities necessary to successfully complete required field assignments, including office space, office supplies, access to a telephone, and access to client and agency records appropriate to the learning experience;
4. Inform the Director of Field Education/Liaison as soon as possible regarding staff or organizational changes which affect the field placement; and,
5. Work in partnership with the Social Work Program to maximize the field education of social work students.

The specific responsibilities and duties of the Field Instructor include:

Pre-Placement Interviews and Assessment of Prospective Students: Field Instructors are asked to meet with a prospective student to discuss what a practicum at their agency would entail and to assess the student's appropriateness for that setting. Field Instructors are expected to communicate with the Director of Field Education/Liaison in this process.

Orientation of Field Students: Field Instructors are responsible for orienting the assigned field student to their agency utilizing the Student Orientation Checklist. The most effective form of orientation is participatory; therefore, rather than relying on manuals to orient the student, Field Instructors are encouraged to discuss relevant policies and allow the student to observe first-hand the way in which business is conducted by the agency.

Establishing A Learning Contract: Field Instructors, in consultation with the Director of Field Education/ Liaison, are expected to work with the assigned field student in the development of a Learning Contract by the end of the third week at the agency. Input from the Field Instructor is critical to the identification of realistic and appropriate expectations for the placement that will help the student meet field work objectives. Ongoing communication with the student about roles, responsibilities, duties, and accountability during the field experience can be facilitated by the Learning Contract. .

Supervision of Field Student: Field Instructors shall provide at least one hour per week of direct supervision. While most Field Instructors spend much more time than this each week working directly with students, there is a need for a designated time strictly set-aside for discussing and processing the student's learning needs, identifying strengths and areas for work, updating learning goals, and giving feedback on the student's performance. It is during this time that Field Instructor are asked to sign off on the student's weekly time sheet to verify their hours at the placement. The student is responsible for submitting their timesheet. The Field Instructor must delegate another qualified staff member to supervise the student during times when s/he must be absent from the agency.

Serve as a Professional Role Model: Field Instructors should reflect and model professional social work values, skills, and behavior. Students are keenly aware of how their Field Instructor interacts

with clients, co-workers, and other community contacts. Field Instructors should be open to discussing questions the students may have regarding different communication styles and contexts, agency politics, and balancing "real life" dynamics compared to text-book ideals.

Provide Appropriate Learning Experiences: Field Instructors should structure the students' learning experience in such a way that students are exposed to a wide range and variety of opportunities, including but not limited to direct client contact, staff meetings, board meetings, community meetings, and court hearings. Students should be increasingly challenged in their role and involvement as the semester progresses, beginning with observational roles and working towards direct responsibility for specific experiences, such as intake, intervention, and group facilitation. In addition, the Field Instructor is responsible for coordinating the student's involvement with other agency staff who function in various roles. *Please see Guidelines for Students Assignments in Field Work I and in Field Work II in the Appendices.*

Evaluation of The Student: Field Instructors should provide the student with ongoing feedback regarding his or her work and progress and identify the student's particular learning needs and strengths. Field Instructors should submit an "early mid-term warning" by the sixth week of the semester if the student demonstrates any weaknesses that are impeding the movement through the tasks and responsibilities in the Learning Contract. The Field Instructor should contact the Director of Field Education/Liaison regarding this 'warning.' The evaluation process includes completion of the evaluation form at the end of the semester. The Field Instructor is responsible for completing the form and discussing it with the student. The Field Instructor should regard the evaluation as an integral part of the field instruction process and a critical component to the student's learning experience.

Participation in the Field Program: Field Instructors are expected to attend any field orientation sessions provided during the academic year. In addition, input and participation from Field Instructors is appreciated in order to continue to upgrade and enhance the field program, the curriculum and the entire Social Work program. Field Instructors are asked to complete an evaluation of the Field Program at the end of the semester.

Communication with Director of Field Education/Liaison: Field Instructors should contact the Director of Field Education/Liaison as soon as possible should problems arise in the field setting. In addition, Field Instructors are asked to communicate with the Director of Field Education/Liaison regarding any agency changes or issues which may impact the placement.

V. Field Placement Students

Student Rights

Students placed at agencies for their field experience have the right to:

- Always be treated with dignity and respect and in a professional manner.
- Have their field work placement truly be a learning environment, where questions are answered, information is shared, and time is allotted for achievement of learning contract objectives.
- Have individual supervision provided in a manner that promotes insight and growth in the area of the student's strengths and weaknesses.
- Voice concerns and to have support provided in resolving any issues.
- Engage in work experiences that relate to one's educational requirements.

Requirements for Students' Admission into Field Work

The placement process for field work begins during the semester prior to the placement. Students meet with their faculty advisor to assure that all coursework has been completed in preparation for field work and that the standard for grades has been maintained in the social work program courses. The prerequisites for enrollment in field placement/seminar are as follows:

a. For Field Work I (SWK 330):

- 1) Admission into the BSW Program
- 2) Successful completion of Field Work I (SWK 330) prerequisites
- 3) Completion of field application
- 4) Attend Field I interest meeting one semester prior to entering Field I
- 5) Interview(s) with prospective field agency (agencies)
- 6) Completion of the BSW Field Confirmation Form
- 7) Maintain a 2.3 or better GPA in the BSW Program
- 8) Approval by the Director of Field Education

b. For Field Work II (SWK 432):

- 1) A grade of C or better in Field Work I (SWK 330)
- 2) Successful completion of Field Work II (SWK 432) prerequisites
- 3) Maintain a 2.3 or better GPA in the BSW Program
- 4) Completion of the BSW Field Confirmation Form
- 5) Approval by the Director of Field Education.

Students must attend a Field I interest meeting the semester prior to entering Field I. The student will be provided a Field application at that time. The field application and student resume must be completed and returned by the deadline shown on the packet to the Director of Field Education to be considered for Field Work I (SWK 330). The student also agrees to attend and needed pre-placement conference with the Director of Field Education.

Students are expected to stay with the field agency for both semesters of fieldwork. An increase in independent work is expected during the second semester. A change in agency for Field II will only be considered for the following reasons:

- The agency be unable to fulfill practicum obligations
- The agency is unwilling to accept the student back to the placement
- A substantial life changes for the student deems it implausible to complete Field II with this agency due to hours/location
- The University has elected terminated the relationship with the agency for any reason

Should a student, have to change placements for Field II, the student will have to go through the interview process with prospective agencies just as they did for Field Work I.

Student Responsibilities

The student is to conduct herself/himself in the agency as if s/he was a member of the professional staff. Students are expected to adhere to agency practices, policies, and procedures and follow the NASW Code of Ethics. They are expected to adhere to a workday schedule as agreed upon at the beginning of each semester as listed on the Field Confirmation form and to notify the Field Instructor when absences or tardiness are necessary. Any changes in days/times at the agency should be mutually agreed upon by both the student and the Field Instructor and reported to the Director of Field Education/Liaison.

The student should take responsibility for learning by asking questions and sharing views on agency services. Additionally, students are expected to take responsibility for self-evaluation, communication with co-workers and supervisors, providing critical feedback regarding the field placement, completing the required hours, and fulfilling their learning contract. The student is to be familiar with material contained in the Social Work Program Field Work Manual.

Specific responsibilities of the student include:

Schedule/Hours: The field placement consists of 224 hours for Field Work I (SWK 330) and 224 hours for Field Work II (SWK 432). This averages out to 16 hours per week for both semesters. Students are required to record completed hours on official weekly time sheets, which must be signed by the Field Instructor, and turned in to the Director of Field Education/Liaison on a weekly basis. Students and Field Instructors will identify the schedule of days and times the student will be in field at the agency. This agreed upon schedule will be indicated on Field Placement Confirmation form. However, students are not to work less than four-hour segments and should work during regular agency office hours. The field student should generally work during the same schedule or shift as the Field Instructor. Therefore, if a Field Instructor typically works weekdays, 8am-5pm, then the social work student should not regularly work evenings if there are no qualified social work supervisors on duty during this time.

Other Practicum Hour Information:

- All 224 practicum hours must be completed within the semester the student is enrolled in Field I or Field II. Thus, students will not be able to make up missed hours once the semester has ended.
- Students are not able to finish their placement early by accumulating excesses hours through the course of the semester.
- Class homework assignments or projects are not valid reason to miss field.
- Travel to and from the student's home to the practicum site does not count toward practicum hours, however travelling from practicum site to related visits/events during the practicum day maybe counted toward their practicum hours.
- Should a placement be terminated due to unsatisfactory academic/non-academic performance by the student, the accumulated hours at termination will not be carried forward to a new placement.

Learning Contract: All field students are expected to develop learning contracts as a part of their field placement. This assignment is to be done by the student with input from the Field Instructor. The learning contract should reflect mutually-agreed upon learning goals for the semester. This document will be utilized as a part of the evaluation process with the Director of Field Education/Liaison. .

Weekly Journals: Students are expected to maintain documentation regarding their weekly field experiences. Student will document and submit these journal to the Director of Field Education/Liaison via Blackboard. students are responsible for completing a written description in the format identified by the Director of Field Education/Liaison.

Field Seminar: Both Field Work I (SWK 330) and Field Work II (SWK 432) consist of the hours that a student spends at his/her field agency and a 3 hour field seminar, which meets bi-weekly.

Students are expected to assume an active role in field seminar discussions and complete all required assignments. The student is expected to follow the NASW Code of Ethics and to respect confidentiality when reporting on agency experiences to the field seminar or in the field journal. Each group is led by the Director of Field Education/Liaison who visits the agency at least once each semester. The time in field seminar class cannot be included in the work time allowed for the agency field placement hours. Attendance at both the agency and at the field seminar is mandatory.

VI. Evaluation Procedures

Evaluation by Field Instructor of Student

Field Instructors are encouraged to regard the evaluation forms and process as a tool for supervision as well as a measurement of progress. The Field Instructor and student should complete the Field Work Evaluation portion of the Learning Contract at the end of the semester. The student will score each indicated practice dimensions and provide comments, the Field Instructor will do the same once the student has completed their portion. Attention should also be given to evaluating how well the student has performed according to his/her the Learning Contract.

The Director of Field Education/Liaison will visit each student at his/her agency at least once during the semester. This will provide an opportunity for faculty to visit with the Field Instructor and/or the student and therefore address any particular concerns.

Field Instructors are asked to use the evaluation form to rate students on their performance as objectively as possible. Often, Field Instructors who have a good relationship with the student are reluctant to give critical feedback or to give anything but the highest of ratings. However, it is essential that even students who perform exceptionally well in the field are challenged to grow in new areas.

Evaluation by Field Instructor of Field Work Program

Field Instructors are asked to evaluate the Mount St. Joseph University Social Work Field Work Program. Field Instructor's feedback on the Program's performance is essential for continual improvement. This evaluation is to be completed at the end of each semester.

Evaluation by Student of Field Instructor and Field Agency

The student is expected to assume responsibility for evaluation as a part of his/her professional development and growth. The three tools, which are utilized to guide the student in developing evaluation skills, are:

- 1) the learning contract;
- 2) the performance evaluation of the student; and,
- 3) the evaluation form of the field agency.

The learning contract allows the student to establish measurable goals and to facilitate supervisory conferences and self-evaluation. This is not a process which is "done to" the student but done with the student. The student should critically assess his/her performance and discuss self-perceptions along with those expressed by the Field Instructor. The student is also asked to complete an evaluation of the field agency and field instructor at the end of the semester. This provides feedback to the Social Work Program and the field agency regarding the field site and allows the student to have input into improving the quality of future placements at this agency. These forms are required to be submitted before a final grade can be entered for the student.

Evaluation by Director of Field Education/Liaison of Student

The Director of Field Education/Liaison is continually assessing and evaluating students based on information from the students' journals, assignments, participation in field seminar, feedback from Field Instructors, and Field Instructors' end of the semester evaluations of student performance. The Director of Field Education/Liaison is responsible for determining the final grade for the semester based on performance both in the field and in the classroom. However, the assigned grade is not as significant as the learning and growth, which takes place for the student during the field.

VII. Policies Regarding Field Work

Social Work Credit for Life or Work Experience

Mount St. Joseph University Social Work Program does not grant social work course credit for previous life or work experience in whole or part, in lieu of field practicum or for courses in the professional foundation areas. Social work courses include all courses identified in the Mount St. Joseph University Course Catalog as SWK requirements for the baccalaureate degree in social work.

Social Work Field Placement in Agency in Which Student is Employed

As a general policy, students are not placed in agencies in which they are employed. However, students who wish to explore the possibility of using their place of employment may submit a written request to the Director of Field Education accompanied by a written request from the administrator of the employing agency. Information provided by the administrator should include a description of the student's employment responsibilities, a schedule of work hours, and the name of the current or most recent work supervisor. The student should address how the field experience will differ from the work experience already at this agency. Requests are decided on a case-by-case basis by the Director of Field Education in consultation with the Program Director. Approvals of requests are contingent upon the following:

- The agency must provide a field instructor who has not supervised the student in employment responsibilities.
- The student's learning opportunities including assigned tasks must be appropriate to undergraduate social work field education and demonstrably distinct from the student's employment functions.
- The schedule of hours designed for the field experience must be clearly delineated and separated from the work expectations.

The agreement between the Program and the student's place of employment shall be outlined in writing. Final approval of the employment setting will depend on all the criteria being met and approved in writing by the student's work supervisor, proposed field instructor, other appropriate agency personnel, and the Program's Director of Field Education/Liaison. It is the responsibility of the Director of Field Education/Liaison to monitor the agreed upon terms. Failure to comply with the agreement may result in termination of the field experience placement.

Safety

Field work students have a right and responsibility to exercise precaution in order to reduce risks to their own safety. Students are expected to strictly follow field agency policies and procedures designed to ensure personal safety and reduce risk to agency employees, students, and clients. Certain practice settings present more risk than others, such as the harm that could come from

infectious diseases, biohazards, and contact with persons who have tendencies toward the use of violence, and/or are dealing with emotionally charged situations and concerns. Field Instructors are also required to review safety procedures as outlined in the *Field Agency Student Orientation Checklist*. Students are expected to make any concerns regarding safety known to agency staff and the Director of Field Education/Liaison and should decline to engage in an activity that the student does not consider safe.

Students Transporting Clients

Mount St. Joseph University secures professional liability insurance for the Mount and our Social Work students. Due to the limits of the professional liability insurance, students are unable to transport clients in their personal vehicles as a part of their field placement. Students are able to meet clients in the field, by driving to a designated location, but are not able to transport the client in their personal vehicle. Should the student be provided an agency vehicle and the student and client be covered by the agency insurance, the student would be able to transport the clients in the agency provided vehicle.

Discrimination, Harassment, Sexual Harassment & Misconduct, and Retaliation

The Social Work Program follows the policy on discrimination, harassment, sexual harassment and misconduct, and retaliation set forth by Mount St. Joseph University. The College is committed to providing an environment for work and study free from discrimination on the basis of race, national origin, religion, sex, age, disability, or other minority status. This prohibition against discrimination also includes harassment. Harassment of any person or group of persons on the basis of race, national origin, religion, sex, age, disability or other minority status is prohibited by the University.

Prohibited harassment includes any words or conduct (verbal, physical, graphic or written) directed against any person or group of persons because of their race, national origin, religion, sex, age, disability or other minority status. Prohibited harassment also includes any words or conduct (verbal, physical, graphic, or written) that has the purpose or reasonably foreseeable effect of creating an offensive, demeaning, intimidating, or hostile environment for any person or group of persons. Such words or conduct include, but are not limited to, objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm.

Sexual harassment of students, which includes sexual assault or acts of sexual violence, is a form of sex discrimination.

Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol or intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

Refer to Mount St. Joseph University 2018-2019 *Student Handbook*, pages 60-71 for the full policy and procedures. <https://mymount.msjs.edu/ICS/icsfs/ProhibDiscrim.pdf?target=2d5d8c24-3a6f-4103-a729-7b2cf06a61ba>

Evening/Night and Weekend Field Placement

In some situations, a student may need an evening/night and/or weekend field placement. This usually can be arranged depending on the amount of notification given by the student to the Director of Field Education. When a request for an evening/night and/or weekend field placement is made, the

student forfeits the choice of population or agency type that she or he prefers to have. These types of field placements must provide appropriate credentials and supervision coverage by the Field Instructor as noted in previous sections of this Field Work Manual. The availability of such placement sites is limited.

Holidays

Students in field are not required to complete practicum hours during the University's calendar for holidays and breaks. However should the student elect not to complete practicum hours during that time, they must identify a plan to make up those hours during that same semester. Approval of this must be given by the Director of Field Education and the Field Instructor.

When the practicum agency observe holidays, students assigned to those agencies will conform with agency policy, however the student will not be able to count missed practicum hours toward the field hours when the agency is closed for holidays. The student is expected to make up those hours during the same semester.

| University Holiday and Break Calendar | |
|---|---|
| Fall 2019 | Spring 2020 |
| Labor Day- Monday September 2 | MLK Holiday- Monday January 20 |
| Mid-Semester Holiday- Friday October 11 | Mid-Semester Holiday- Friday February 21 |
| Thanksgiving Recess- Wednesday November 27 – Sunday December 1 | Spring Break- Monday March 9- Saturday March 14 |
| | Easter Break- Friday 04/10- Monday 04/13 |

Attendance

Students are expected to meet their attendance requirements at the field placement site each field work day. If students must be absent for any reason, they must notify the agency at the beginning of the work day in addition to contacting the Director of Field Education/Liaison. Students are allowed two personal days per semester. When a personal day is taken the student is able to count the number of hours they would have accumulated that day toward their weekly total. Any absences once the student has utilized their two personal days will need to be made up prior to the end of the current semester.

Student must complete his/her agency obligation by the end of the semester. Students who do not fulfill their obligation in achieving 224 hours by the end of the semester risk failing the course and are required to repeat the course.

Other Attendance Related Guidelines:

- **Child Care & Transportation Issues**
It is the expectation that students are at their practicum placements on the days and at the times agreed upon by the student and the Field Instructor. Students must immediately report any absences or tardiness to the Field Instructor and Director of Field Education/Liaison. Should the student have already utilized their 2 personal days, absences because of Child Care & Transportation Issues must be made up prior to the end of the semester.
- **Personal Emergency**
It is the expectation that students are at their practicum placements on the days and at the times agreed upon by the student and the Field Instructor. If the student has already utilized their 2 personal days and the student needs to miss practicum due to a personal emergency, the student must make up the time missed prior to the end of the semester. Some examples are personal

emergencies are death of a member of the family, or a personal illness. Lack of planning does not meet the requirement of a personal emergency.

Background Check Requirements

Some field placement agencies require that students undergo a criminal background check and/or finger printing before field work can begin. Some field placement sites may pay for these services; others require the student to pay all costs. Mount St. Joseph University does not require a background check of students. Questions should be directed to each agency regarding its specific policy regarding method of checking and to whom the information is reported.

Professional Liability Insurance

Student field work practice can expose students, faculty, and the Mount to a growing risk of allegations of malpractice or other accusations resulting in a lawsuit. Mount St. Joseph University secures professional liability insurance for the Mount and our Social Work students and faculty who are involved in, instruct and/or supervise in field work practice settings. Based on our current liability coverage, student are cannot transport clients in their vehicles. Coverage includes limits of liability up to \$1 million per occurrence and up to \$5 million annual aggregate. The program is administered by Healthcare Providers Service Organization, and the insurance is provided by American Casualty Company.

Procedure for Termination from Field Work Placement

In order to remain in the Social Work Program, students must continue to meet the standards for professional conduct in the Field Work Placement. The social work student will:

- Demonstrate commitment to social work values as evidenced by maintaining behavior consistent with the National Association of Social Workers' Code of Ethics in field work related activities.
- Demonstrate responsible behavior in the field placement by attending agency placement at the times and days agreed upon by student, Field Instructor, and Social Work Program Director of Field Education/Liaison.
- Demonstrate responsible, professional behavior by following agency policy.
- Demonstrate responsible behavior by attending weekly supervision sessions and following directions of the supervisor.

The social work student is expected to conduct herself/himself in the agency as if a member of the professional staff.

Procedure for Addressing Non-Academic Standards

When a faculty member observes (or receives a report from a Field Instructor) behavior in a student that fails to meet the above stated standards, the following steps will be taken:

Step 1 – Meeting between the faculty member and the student.

The faculty member calls a meeting with the student to discuss his/her performance. The student is informed about the behavior under review and is asked to make a formal response to the problem areas noted. At the same time, the faculty member will confer with Field Instructor(s) and other Social Work faculty to determine the student's overall performance in the Program. This is done to ascertain the degree to which the observed poor performances occur. If the behavior or problem is not pervasive, then the matter will be handled between the faculty member and the student with documentation of the meeting.

Step 2 – Formal Meeting

If Social Work faculty concur about the seriousness of the student's difficulties or provide additional evidence of failure to manifest the non-academic standards, a meeting will be held to discuss the alternatives available to the student for corrective action. The meeting with the student may also include the Field Instructor if the problematic behavior originated in the field work agency.

At the meeting the faculty member presents the areas of inappropriate or below standard performance to the student in order to hear the student's evaluation of his/ her performance and the reasons. A plan is developed collaboratively with the student in order to remediate the problem if the student wishes to remain in the Program; a written record of the plan is kept in the student's file. **The corrective action should be completed within the remainder of the semester, but no longer than the end of the following semester.** If the problem occurs prior to the first field work course, she/he will not be able to enroll in Field Work I. If it occurs during or after the first field work course, the student will not be able to enroll in Field Work II until the problem has been remedied.

Step 3: Follow-up Meeting

A follow-up meeting is arranged at the end of the time period to evaluate the student's progress.

** If the committee agrees that the behavior has been remedied completely or well enough for enrollment in the field work course, the student may proceed, and a follow-up meet will be planned.

** If there is no evidence that the problematic areas have been remedied, then the committee will **inform the student of dismissal from the program.**

At this point the student has recourse to either the Social Work program's appeal process or the College procedure (as described in the Mount St. Joseph University Student Handbook).

Student Appeal Process –Social Work Program

If a student wishes to appeal a dismissal from the program, he/she must file a request with the Social Work Program Director within three weeks of the dismissal letter. The student may ask any University instructor or adviser (does not need to be a social work faculty member) to serve as a consultant to help him or her collect the necessary data to explain the student's needs and reasons why she/he should be retained in the program. A hearing will be held within two weeks of receipt of request. The review committee will consist of the Program Director, another social work faculty member, and a senior student (to be selected from a pool of students willing to participate in this judicial process). A decision will be granted within one week following the hearing.

In the matter of disciplinary probation in the college, please refer to the Mount St. Joseph University Student Handbook, pp. 45-59, "Student Life Standards and Disciplinary Policy and Procedures" (2018-2019).

Policy on Academic Grade Appeal (formal Mount St. Joseph University policy)

A grade appeal may be initiated by any student who believes that he or she has been evaluated inaccurately or unfairly in the determination of the final course grade. This is a serious charge and it is recommended that conversation with the faculty member take place prior to initiating the appeal. The student must bear in mind that the faculty member has both the right and responsibility to render a fair and critical judgment regarding the quality of the academic work performed according to the grading criteria stated in the course syllabus. The student has the burden of proof to show otherwise, and must be able to provide some evidence of the lack of a fair evaluation in order to file an appeal.

The following procedure must be followed in filing an appeal.

1. Whether the recommended conference with the instructor has occurred or not, within 10 days of the course grade being posted on the web, the student must notify the instructor and the Division Dean through which the course is offered in writing (preferably via email) that he/she is beginning the appeal process. This communication should summarize how **the grade was determined inaccurately or unfairly according to the grading criteria in the course syllabus**. This written summary becomes the basis of the grade appeal and will be forwarded to other parties as they become involved in the appeal process. As part of the notification process, the student will request a conference with the Dean and the instructor.
2. The conference must take place within 10 business days of the request. The instructor will provide documentation to the Dean prior to the conference explaining the basis for the grade. If the instructor is a Division Dean, a senior faculty member in the department, appointed by the Vice President for Academic Affairs (VPAA) or an administrator designated by the VPAA will serve in place of the Dean. The student may only be accompanied to this conference by either his/her academic advisor or a member of the full-time Mount faculty to serve in an advisory role to clarify issues, not as an advocate. The Division Dean will convene the group to discuss the issues related to the appeal. The Dean will render a decision regarding the appeal to the instructor and the student in writing within 5 business days of the conference.
3. Should the resolution be unsatisfactory to the student or the instructor within 5 business days of the decision in Step 2, either party may submit a letter to the VPAA describing the basis for continuing the appeal process.
4. The VPAA or an administrator designated by the VPAA will collect relevant information and correspond with the instructor and student together or separately within 10 business days before making a final decision.
5. Within 2 business days after conferring as outlined in step 4 a final decision will be made by the VPAA or the designated administrator. The decision will be based on a review of the Step 1, 2, and 3 materials that have been submitted and the process that has been followed. There is no further appeal.
6. If the course under appeal is a prerequisite, permission to enroll in the next course in the sequence must be granted by the VPAA or designee.
7. Any exceptions to the timelines or other procedures in this policy must be approved by the VPAA.
8. No legal counsel will be present during the grade appeal process. The student may withdraw the appeal at any juncture by a written request to the Division Dean who will notify the VPAA.

<http://registrar.msjs.edu/undergraduate-catalog/rights-policies/academic-policies/academic-grade-appeal1/>

VIII. FORMS

Application for Social Work Field Practicum

Students that submit complete applications will have priority in field interviews over students that submit complete applications later on. Applications must include current resume and each application will be date/time stamped upon submission to ensure fair, objective process for all social work field applicants. Please note that this application is considered complete only if submitted with a current resume.

Student name: _____

Email address: _____

Preferred phone number: _____

TO BE COMPLETED BY SOCIAL WORK FACULTY OR STAFF MEMBER:

Date/Time Received _____

Resume Received With Application: YES NO

Please mark your preferences for working with each listed population group and each field of social work practice for **potential** agency placement and career interests using this rubric:

1=First Choice 2=Second Choice 3=Third Choice 4=Fourth Choice

| Population Groups: | Fields of Practice: |
|-------------------------------|-----------------------------------|
| ____ Children (Ages? ____) | ____ Child welfare |
| ____ Adolescents (Ages? ____) | ____ Mental Health |
| ____ Adults of all ages | ____ Housing/homelessness |
| ____ Older & Disabled Adults | ____ Juvenile Justice/Corrections |
| ____ Families | ____ Substance Abuse |
| ____ Immigrants/Refugees | ____ Domestic violence |
| ____ Any other comments: | ____ Human trafficking |
| | ____ Any other comments: |

Based on the Social Work Field Agency List, are there specific agencies that may be of interest to you in context of your educational/career goals? **List your top three below:**

| |
|-------------------|
| 1 st : |
| 2 nd : |
| 3 rd : |

| | | |
|---|-----|----|
| Do you currently or will you have Senior standing, by the first semester of your field placement? | Yes | No |
| Do you have a GPA of 2.3 or higher? | Yes | No |
| Do you have access to a car for your internship? | Yes | No |
| Do you have any physical or other limitations that would impact your ability to participate in an internship? | Yes | No |
| Would you consider a placement in which you had to pay for parking? | Yes | No |
| Would you prefer a placement outside of Hamilton County, Ohio? If yes, please identify preferred counties: _____ | Yes | No |
| Are you currently employed Full time? | Yes | No |
| If yes, are you in need of an evening or weekend placement? | Yes | No |
| Do you have anything of a personal nature that should be taken into consideration when planning for your field placement? (ex. Criminal history, abuse/neglect substantiations, physical needs, learning disability etc.) If yes, please explain: _____ | Yes | No |

| | | |
|--|--|--|
| | | |
|--|--|--|

Social work students are required to complete 224 field hours over the course of 14 weeks in each of two consecutive semesters they are enrolled in SWK 330 and SWK 432. This equates to approximately 16 hours per week, totaling 448 field hours annually. Students should aim to have flexibility in their academic and work schedules to achieve this goal. Students in need of evening and weekend practicum hours understand that their preference for population and field of practice will be **extremely limited**. Commuting time, lunch and other breaks during the field day, as well as, time for field seminar are **not** to be counted as part of the 450 total hours. Students whose field days land on University/Agency holidays and breaks will need make these hours up during the same academic semester, to ensure that a total of 224 hours are achieved **each** semester.

Students are required to follow the National Association of Social Workers Code of Ethics in the field practicum and are required to read the current Mount St. Joseph University Field Manual to be fully oriented to College and Social Work Program academic and field practicum policies. Students will complete interviews with prospective agencies. The student, agency, and Director of Field Education must be in agreement for the student to be placed at an agency. Should the student decline an agency offer for placement and another placement not be found, the student will not be eligible to enroll in SWK 330.

By my signature, I acknowledge that I have read, understand, and agree to comply with all policies, criteria, and procedures described in the Social Work Field Manual and I am now submitting my application for the social work field practicum.

Student Signature _____ Date _____

Prior to attending the SWK 330 Field Interest meeting, this Application for Social Work Field Placement is to be submitted to the Director of Field Education, Roxana Hawkins via email at Roxana.Hawkins@msj.edu

BSW Field Placement Confirmation

BSW Field Placement Confirmation

Field Instructor, please provide a copy of your updated resume along with this form.

Once completed, the student and Field Instructor should retain a copy of this form. The original should be scanned and emailed to the Director of Field Education, Roxana.Hawkins@msj.edu.

Student Information

Name: _____

Phone Number: (Home): _____

(Cell): _____

Agency Information

Name: _____

Address: _____

Phone Number: _____

Field Instructor Information:

The Field Instructor is required to have a social work degree from a Council on Social Work Education accredited BSW or MSW program and two years post-degree experience. Also, they must have been employed at the agency for a minimum of 6 months.

Name: _____

Title: _____

E-mail: _____

Phone Number: _____

Fax Number: _____

Length of employment with agency: _____

Degree Type: ☐ BSW ☐ MSW/MSSW

Institution where degree was earned: _____

Year degree was earned: _____

Task Supervisor Involvement: ☐ Yes ☐ No

If yes, please provide the information below:

Name: _____

Title: _____

E-mail: _____

Phone Number: _____

Please list the names and positions of other staff members who may be involved in the student's instruction on a regular basis.

Please note any special requirements or considerations for this placement (e.g., bus route, parking, dress code, hours when best learning experiences are available).

Field Instruction Schedule

Start date of the placement:

End date of the placement:

The student will attend the field placement on:

(Day) _____ from (Hours) _____

(Day) _____ from (Hours) _____ (Day) _____

from (Hours) _____ (Day) _____ from

(Hours) _____

One hour supervision with Field Instructor will take place on:

(Day) _____ from (Hours) _____

Signatures: I have reviewed and agree to the contents of this form:

Student

Date

Field Instructor

Date

Task Instructor

Date

Director of Field Education

Date

Field Agency Agreement

**Department of Sociology and Social Work
Field Agency Agreement
SWK 330/SWK 432**

Date _____

_____ agrees to provide supervised learning for our
(Agency name and division)

Baccalaureate level social work student, _____
(Name of student)

for a total of 448 hours to be completed over the course of two semesters which are _____ and
_____ (unless illness or emergency warrants an extension of the time period).

The agency designates _____ to serve as a Field Instructor for
the student(s). This person shall meet with the student on a regular basis at least one hour per week and shall monitor
his/her activities to review progress on learning goals and to make assignments.

Each student and the Field Instructor, in consultation with the Director of Field Education/faculty liaison from
the university, will establish a learning contract to promote the student's mastery of the stated learning objectives
held for SWK 330/SWK 432 and to complete an evaluation of the student's performance at the end of the semester.
The Field/Task Instructor agrees to attend one workshop or meeting per semester on campus for field instructors
and/or students.

The fieldwork agency has the right to terminate the student's field placement (with appropriate explanation
and notice given to the student and faculty liaison) if the agency believes that the agency or student is unable to fulfill
the expectations of this agreement. The Social Work Department of the University reserves the same right to terminate
a field placement (with timely notification of the field instructor/agency) if the University does not believe that the
agency is fulfilling the expectations of this agreement.

Student's Signature: _____

Field Instructor's Signature: _____

Task Instructor's Signature (If applicable): _____

Director of Field Education Signature: _____

Agency Executive's Signature (where necessary): _____

Social Work Field Agency Student Orientation Checklist

Description: Field/Task instructor and student are to complete orientation within the first 2 weeks of Field I. If the student is in Field II, but this is their first semester at the site, the Field/Task Instructor and student are to complete orientation within the first 2 weeks. Upon completion, both the Field/Task Instructor and the student sign this form to indicate that components have been addressed and discussed as appropriate to field setting. Student will be responsible for turning in form to Director of Field Education by due date designated in syllabi. Please write in comments as needed! Thank you very much

| ORIENTATION TASKS | | Please mark with an "X" when completed. Thank you! |
|---|-----------------------------------|---|
| Introduction to Field Agency (mission, goals, programs,/services history, board of directors, management team, funding & fee-for-service structures, philosophy of care and/or practice models, best practice methods, relevant policies for interns/staff, etc.) | | |
| Introductions to staff, stakeholders, volunteers, and clients. | | |
| Description of community & organizational context & current client demographics and needs | | |
| Orientation to agency safety procedures (for staff/volunteers/clients) | | |
| Orientation to safety procedures during any agency emergency, including contacts/policies for weather related closures | | |
| Review policies/contacts for student reporting any potential absences and/or tardiness | | |
| Review of agency policy regarding use of social media and Internet-based technologies | | |
| Review of policy and procedures regarding client intake/admissions/eligibility/services | | |
| Explanation of policies specific to transportation of clients/residents. (Please keep in mind that Mount St. Joseph University practicum students cannot transport clients/residents, however are able to meet clients/residents in the field) | | |
| Orientation to client record-keeping/charting, and related policies and procedures | | |
| Orientation to policies of confidentiality, release of information, client rights, client fees, reporting of suspected abuses, ethical guidelines for staff, etc. | | |
| Orientation to agency policies regarding HIPAA, discrimination, sexual harassment, the Americans with Disabilities Act, and/or any others that apply to staff, volunteers, and clients | | |
| Orientation to intern work space, office access and security procedures, access to office supplies, telephone and other relevant technologies (ex: computer systems) | | |
| Discussion of agency training opportunities that are available to intern | | |
| Review information about student parking at location(s), mileage policies, any reimbursement policies/procedures for intern-related activities | | |
| Completion of any agency requirements (ex: application, criminal background check) | | |
| Review and confirm regular, consistent internship hours (16 hours per week minimally), with understanding that 224 hours are required each semester. | | |
| Review and confirm schedule of weekly supervision meetings (minimally 1 hour weekly) with Field Instructor. | | |
| Discussion of policies, procedures, forms in Mount St. Joseph University Social Work Field Manual | | |
| Begin to review, identify, and/or develop tasks for Learning Contract. | | |
| | | |
| Field/Task Instructor Signature | Date Orientation Completed | Student Intern Signature |
| Comments: | | |

BSW Field Practicum Weekly Time Sheet

BSW Field Practicum Weekly Time Sheet

Student Name: _____ **Agency Name:** _____

Please enter dates you are at field site. Document time in and time out for each day and total hours on a weekly basis. Travel time to/from field site do not apply toward completion of field hours.

| Date | Day | Time In | Time Out | Time In | Time Out | Total Hours |
|------|-----------|---------|----------|---------|----------|-------------|
| | Sunday | | | | | |
| | Monday | | | | | |
| | Tuesday | | | | | |
| | Wednesday | | | | | |
| | Thursday | | | | | |
| | Friday | | | | | |
| | Saturday | | | | | |

Total Field Hours Completed This Week: _____

Total Field Hours Completed To Date This Semester (224 hours minimum each semester): _____

Signature of field instructor and student reflects that student has completed field hours outlined above. If there are unresolved discrepancies, please request communication to the Field Director in section below. Feel free to write comments on form to facilitate communication with faculty at Mount St. Joseph University. Thank you!

| | | | |
|------------------------------------|--|--------------|--|
| Student Signature: | | Date: | |
| Field Instructor Signature: | | Date: | |

AGENCY FIELD INSTRUCTOR SECTION ONLY:

| | |
|---|--------------------------|
| Field Instructor requests consultation from Mount St. Joseph University Field Director. Check box to the right to have Mount St. Joseph University faculty contact you. Otherwise, please leave blank. Thank you! | <input type="checkbox"/> |
| Comments: | |

The weekly field timesheet is to be submitted to the Field Director via Blackboard by the following Tuesday of each week, by 11:59pm. Keep in mind this form must be signed by your Field/Task Instructor or it will not be accepted.

BSW Field Education Learning Contract/Evaluation

Mount St. Joseph University
Department of Sociology and Social Work
BSW FIELD EDUCATION LEARNING CONTRACT/EVALUATION

| | |
|--|--|
| Name of Student | |
| Name of Supervisor(s) | |
| Agency | |
| Address | |
| Phone & Email | |
| Student Email | |
| Hours completed (at evaluation) | |

The learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Establishing The Learning Contract

It is the joint responsibility of the student and field instructor to negotiate the learning contract content within the 3 weeks of the field placement. The student is responsible for providing a copy of the learning contract to the Director of Field Education/Field Liaison.

This learning contract outlines the 9 core competencies and 31 practice dimensions that all accredited social work programs are required to measure. Each practice dimension has suggested tasks, which can be modified to fit the agency setting. There is also an area for each in each practice dimension, where the student and Field Instructor can create an addition task not listed.

During the process of establishing the initial contract, the student and Field/Task Instructor should identify at least 2 tasks under each practice dimension that will be completed by the end of their Field II practice experience. Students in Field I and supervisors should choose 15 practice dimensions to complete during that semester, with the remainder will be completed upon the students return for their Field II practice experience. This will be indicated by identify which practice demission will be completed in the Fall and/or Spring column of the Learning Contract. For those students moving to a new practicum placement for their Field II practicum, they will be required to complete 2 task under each practice demission during the semester they are in Field II.

Mid-Field Evaluation

The student and their Field/Task Instructor will complete the Mid Field Experience Evaluation at the end of the Field I placement. At this time they will only be evaluating practice dimensions' that they indicated would be addressed during the semester the student was in Filed I. This would have been determined when the learning contract was establish. The student will complete a self-evaluation on each practice dimensions indicated using the scoring guide below. The student will also provide comments on their proficiency level of

each competency covered during that semester. Once the student has completed their self-evaluation, the Field/Task Instructor will follow the same model scoring each practice dimensions indicated and providing comments on each competency.

The Mid-Field evaluation scores and comments provided by both the student and Field/Task Instructor are reviewed with the Director of Field Education/Field Liaison, at the end of Field I on site conference.

Final Field Evaluation

The student and their Field/Task Instructor will complete the evaluation portion on the remaining competencies and practices on the Learning Contract at the end of Field II placement. The student will complete a self-evaluation on each practice dimensions using the scoring guide below. The student will also provide comments on their proficiency level of each competency. Once the student has completed their self-evaluation, the Field/Task Instructor will follow the same model scoring each practice dimensions and providing comments on each competency.

The student and the Field/Task Instructor are also able to update any changes in progress that have been made to competencies' and practices that were initially reported at the Mid-Field experience as well. The evaluation scores and comments provided by both the student and Field/Task Instructor are reviewed with the Director of Field Education/Field Liaison, at the end of Field II on site conference.

Grading

Due to the nature of this course, student will be evaluated in two separate ways. The first method of evaluation will be based on their Mid-Field/Final Field Evaluation. Due to emphasis placed on the student displaying CSWE competencies based on their learning contract, the student must obtain 41.7 out of 60 points (69.5%) on their Mid-Field Evaluation or 93.13 out of 134 points on their Final Field Evaluation to pass this course and move on the next step of the evaluation. If the student does not obtain 41.7 out of 60 points (69.5%) on their Mid-Field Evaluation or 93.13 out of 134 points on their Final Field Evaluation, they will receive a D in the course and the course will not be counted toward their Social Work major

| | |
|-------------------------|---|
| 4- Competence | Routinely demonstrates knowledge, awareness, and skills as a practicum student |
| 3-Emerging Competence | Inconsistently demonstrates knowledge, awareness, and skills as a practicum student |
| 2-Insufficient Progress | Seldomly demonstrates knowledge, awareness, and skills as a practicum student |
| 1-Unacceptable Progress | Did not demonstrate knowledge, awareness, and skills as a practicum student |

| Competency #1: Demonstrate Ethical and Professional Behavior | | | | |
|---|--|--|----------------------|-------------------------|
| Fall/Spring | Practice Dimensions | Suggested/Possible Task(s) | Student Score | Instructor Score |
| | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context* | <input type="checkbox"/> Demonstrate ability to understand and apply code of ethics as it applies to interaction with clients, other social workers and various members of the community <input type="checkbox"/> Identify two (real/imagined/potential) ethical dilemmas and discuss how/why the situations present as dilemmas <input type="checkbox"/> Discuss with supervisor potential conflicts between local laws and the NASW code of ethics <input type="checkbox"/> Other- _____ _____ | | |
| | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | <input type="checkbox"/> Identify at least one personal bias or personal value and discuss with supervisor its potential impact on clients <input type="checkbox"/> Discuss an area of discomfort with any client population and identify why this is presents as a discomfort <input type="checkbox"/> Maintain a journal and document personal reflections on professional growth and challenges <input type="checkbox"/> Other- _____ _____ | | |
| | Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication* | <input type="checkbox"/> Review and discuss with supervisor agency policies regarding professional conduct <input type="checkbox"/> Demonstrate knowledge and skills regarding professional attire, promptness, work-related notifications to supervisor, and in interpersonal interactions with agency staff <input type="checkbox"/> Discuss with supervisor any existing challenges the student worker faces in comfortably conducting oral (in person/via telephone), written or electronic communication with clients or collaterals <input type="checkbox"/> Other- _____ | | |

| | | | | |
|---|--|---|--|--|
| | Use technology ethically and appropriately to facilitate practice outcomes | <input type="checkbox"/> Discuss with supervisor agency policy on use of technology regarding communication on client matters <input type="checkbox"/> Discuss with supervisor benefits and challenges associated with use of technology to communicate with/about clients <input type="checkbox"/> Use technology to learn one new evidenced-based practice model/intervention and share with supervisor <input type="checkbox"/> Other- _____ _____ | | |
| | Use supervision and consultation to guide professional judgment and behavior | <input type="checkbox"/> Provide an agenda/list of discussion points and questions for weekly supervision <input type="checkbox"/> Demonstrate an understanding of how informal supervision by colleagues can be helpful or hurtful <input type="checkbox"/> Discuss professional and career goals with supervisor <input type="checkbox"/> Other- _____ _____ | | |
| Student Comments C1: | | | | |
| Field/Task Instructor Comments C1: | | | | |

| Competency #2: Engage diversity and difference in practice | | | | |
|--|--|---|---------------|------------------|
| Fall/Spring | Practice Dimensions | Suggested/Possible Task(s) | Student Score | Instructor Score |
| | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels* | <input type="checkbox"/> Reflect upon own race, culture and general background and their potential effect on relationships with clients <input type="checkbox"/> Discuss ways used by the agency to bridge cultural differences or backgrounds <input type="checkbox"/> Identify 2 existing clients within the agency and discuss the student worker's impressions on how difference may have shaped their life experience and identity <input type="checkbox"/> Other- _____ | | |
| | Present themselves as learners and engage clients and constituencies as experts of their own experiences | <input type="checkbox"/> Identify how clients can serve as teachers for the student worker and discuss how this differs from learning from supervisor and colleagues <input type="checkbox"/> Demonstrate the ability to facilitate client self-determination in situations where differences exist between client and agency goals <input type="checkbox"/> Identify one client who presents as different/unique in some way. Take steps to learn about the client from his/her perspective <input type="checkbox"/> Other- _____ | | |
| | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies* | <input type="checkbox"/> Create a list of characteristics that summarize the perceived similarities and differences between the clients and the student social worker and discuss with supervisor <input type="checkbox"/> Discuss steps to be taken to manage personal bias when working with diverse clients <input type="checkbox"/> Solicit feedback from supervisor and/or colleague on their observations or perceptions of the student worker's interactions with diverse clients or new situations <input type="checkbox"/> Other- _____ | | |
| Student Comments C2: | | | | |
| Field/Task Instructor Comments C2: | | | | |

| Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice | | | | |
|---|---|--|---------------|------------------|
| Fall/Spring | Practice Dimensions | Suggested/Possible Task(s) | Student Score | Instructor Score |
| | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | <input type="checkbox"/> Identify agency procedures and activities that promote social, economic or environmental justice <input type="checkbox"/> Discuss community standards/values or state/federal regulations that may limit client rights <input type="checkbox"/> Learn about one agency/program that is focused on advocacy work <input type="checkbox"/> Other- _____ _____ | | |
| | Engage in practices that advance social, economic, and environmental justice | <input type="checkbox"/> Demonstrate an ability to advocate for a client to ensure that an identified need is met <input type="checkbox"/> Write a letter to a public official regarding client injustice and rights violation <input type="checkbox"/> Discuss with supervisor and implement strategies to empower clients regarding rights and justice <input type="checkbox"/> Other- _____ _____ | | |
| Student Comments C3: | | | | |
| Field/Task Instructor Comments C3: | | | | |

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

| Fall/Spring | Practice Dimensions | Suggested/Possible Task(s) | Student Score | Instructor Score |
|--------------------|--|--|----------------------|-------------------------|
| | Use practice experience and theory to inform scientific inquiry and research | <input type="checkbox"/> Identify practice issue within the agency for which the student worker needs information/data and propose a small-scale quantitative or qualitative research project <input type="checkbox"/> Develop a questionnaire or observation sheet to be used to gather client data on a specific issue <input type="checkbox"/> Locate at least two journal articles on a topic related to client issues and discuss with supervisor and staff <input type="checkbox"/> Other _____ | | |
| | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | <input type="checkbox"/> Attend training/workshop on new research or policy and discuss the applicability and implications of the findings <input type="checkbox"/> Read a journal article on a client-related issue and discuss your perspective on the relevance of the findings to the agency's clients <input type="checkbox"/> Meet with agency research/outcome measurement staff and discuss how they report and interpret findings <input type="checkbox"/> Other- _____ | | |
| | Use and translate research evidence to inform and improve practice, policy, and service delivery | <input type="checkbox"/> Do a literature review of empirical research related to the field of practice and present findings to supervisor/staff <input type="checkbox"/> Identify an area of practice with new research made available. Compare agency practice against research findings <input type="checkbox"/> Discuss with supervisor how research findings that you have become aware of can improve agency practice <input type="checkbox"/> Other- _____ | | |

Student Comments C4:

Field/Task Instructor Comments C4:

| Competency #5: Engage in Policy Practice | | | | |
|---|--|--|----------------------|-------------------------|
| Fall/Spring | Practice Dimensions | Suggested/Possible Task(s) | Student Score | Instructor Score |
| | Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services | <input type="checkbox"/> Identify at least one local or state policy that has some bearing on the agency's clientele <input type="checkbox"/> Identify one federal policy that has some bearing on the agency's clientele <input type="checkbox"/> Discuss one local, state or federal policy that has undergone recent changes and identify the rationale and implication for changes <input type="checkbox"/> Other-_____ | | |
| | Assess how social welfare and economic policies impact the delivery of and access to social services | <input type="checkbox"/> Identify one social welfare/economic policy and discuss with supervisor its origin, purpose and impact on agency services/service delivery <input type="checkbox"/> Discuss with supervisor any potential gap in services or policy and propose possible resolutions <input type="checkbox"/> Discuss with supervisor the differential impact of policies on two different groups of client populations <input type="checkbox"/> Other-_____ | | |
| | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | <input type="checkbox"/> Interview a select number of clients regarding their satisfaction/recommendations for changes that would enhance their wellbeing and present a summary of findings to supervisor and staff <input type="checkbox"/> Participate in a meeting with legislators or policymakers and advocate for client-specific issues <input type="checkbox"/> Learn the process of writing a policy brief and present a draft for supervisor <input type="checkbox"/> Other-_____ | | |
| Student Comments C5: | | | | |
| Field/Task Instructor Comments C5: | | | | |

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

| Fall/Spring | Practice Dimensions | Suggested/Possible Task(s) | Student Score | Instructor Score |
|---|---|---|----------------------|-------------------------|
| | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies | <input type="checkbox"/> Discuss at least one social work theory, perspective, or concept and its relevance to understanding or working with the client population <input type="checkbox"/> Identify one client for discussion during supervision and detail important facts concerning his/her biological, social, cultural, psychological and spiritual development <input type="checkbox"/> Discuss a concrete example with supervisor how HBSE or theoretical knowledge can be used in the engagement process <input type="checkbox"/> Other- _____ _____ | | |
| | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies* | <input type="checkbox"/> Describe the differences and implications between sympathy and empathy <input type="checkbox"/> Identify at least one interpersonal skill that the student worker will improve to be more effective at client engagement <input type="checkbox"/> Complete process/summary recording after a client interaction and identify examples of active listening, attending, reflective listening, use of empathy etc. <input type="checkbox"/> Other- _____ _____ | | |
| Student Comments C6: | | | | |
| Field/Task Instructor Comments C6: | | | | |

| Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities | | | | |
|---|--|---|---------------|------------------|
| Fall/Spring | Practice Dimensions | Suggested Task(s) | Student Score | Instructor Score |
| | Reflect and organize data, and apply critical thinking to interpret information from clients and constituencies | <input type="checkbox"/> Obtain permission and gather client data <input type="checkbox"/> Complete agency documentation according to professional standards <input type="checkbox"/> Complete a client assessment/interview and summarize personal and professional impressions <input type="checkbox"/> Other-_____ | | |
| | 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 | <input type="checkbox"/> Observe at least three client assessments and process how needs are determined <input type="checkbox"/> Demonstrate the ability to use at least two different client assessment tools and identify the strengths and limitations of each <input type="checkbox"/> Demonstrate familiarity with at least two theoretical approaches and identify how they are helpful in understanding client development <input type="checkbox"/> Other-_____ | | |
| | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | <input type="checkbox"/> Review a previously completed client assessment and discuss your suggestions for alternate intervention goals and objectives (other than those already chosen) <input type="checkbox"/> Develop a client care/treatment plan and discuss the rationale for the selection of goals <input type="checkbox"/> Demonstrate an ability to work collaboratively with clients to develop goals <input type="checkbox"/> Other-_____ | | |
| | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | <input type="checkbox"/> Discuss with supervisor how selected intervention strategies relate to assessment and goals <input type="checkbox"/> Identify the difference between evidenced-based intervention strategies and those based on practice wisdom <input type="checkbox"/> Demonstrate an ability to incorporate client values and preferences into selection of intervention strategies <input type="checkbox"/> Other-_____ | | |

Student Comments C7:

Field/Task Instructor Comments C7:

| Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities | | | | |
|--|--|--|----------------------|-------------------------|
| Fall/Spring | Practice Dimensions | Suggested Task(s) | Student Score | Instructor Score |
| | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | <input type="checkbox"/> Discuss with supervisor what prevention strategies may be applicable to work with clients to achieve goals and enhance capacities <input type="checkbox"/> Demonstrate an ability to provide justification for selected interventions <input type="checkbox"/> Review a previously completed intervention plan and discuss suggestions for alternate interventions <input type="checkbox"/> Other-_____ | | |
| | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | <input type="checkbox"/> Demonstrate familiarity with at least two theoretical approaches and identify one specific intervention for each approach <input type="checkbox"/> Identify an intervention that is appropriate for clients within a specific age range and discuss why this is so <input type="checkbox"/> Demonstrate an ability to understand the difference between interventions that target individual change versus environmental change <input type="checkbox"/> Other-_____ | | |
| | Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes | <input type="checkbox"/> Participate in an inter-disciplinary team meeting and discuss observations with supervisor <input type="checkbox"/> Interview at least one non-social work agency colleague and learn how their role relates to the social worker's in facilitating client outcomes <input type="checkbox"/> Discuss your observations of the varying approaches used by different professionals within (or associated with) the agency <input type="checkbox"/> Other-_____ | | |
| | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | <input type="checkbox"/> Link a client with external resources for material assistance/support <input type="checkbox"/> Write a letter or place a phone call on a client's behalf to secure access to services/support <input type="checkbox"/> Discuss with supervisor your observations of how diverse clients may have unmet needs and suggest possible solutions <input type="checkbox"/> Other-_____ | | |

| | | | | |
|---|--|--|--|--|
| | Facilitate effective transitions and endings that advance mutually agreed-on goals | <input type="checkbox"/> Demonstrate an understanding of how to initiate and end client interactions appropriately <input type="checkbox"/> Plan and prepare clients for termination as intervention ends or as the student worker ends placement <input type="checkbox"/> Document student worker's emotional responses to transitions and termination and discuss potential impact on clients <input type="checkbox"/> Other- _____ | | |
| Student Comments C8: | | | | |
| Field/Task Instructor Comments C8: | | | | |

| Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | | | | |
|---|--|---|---------------|------------------|
| Fall/Spring | Practice Dimensions | Suggested Task(s) | Student Score | Instructor Score |
| | Select and use appropriate methods for evaluation of outcomes | <input type="checkbox"/> Design/use a basic pre- and post-test for clients <input type="checkbox"/> Discuss with supervisor tools the agency uses to evaluate client outcomes <input type="checkbox"/> Discuss with supervisor tools the agency uses to evaluate agency effectiveness and impact <input type="checkbox"/> Other-_____ | | |
| | Apply knowledge of human behavior and the social environment, person-inenvironment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | <input type="checkbox"/> Learn about two types of evaluation <input type="checkbox"/> Use classroom acquired knowledge on evaluation to design a brief questionnaire to assess an agency program/service <input type="checkbox"/> Develop a logic model for a program/the agency <input type="checkbox"/> Other-_____ | | |
| | Critically analyze, monitor, and evaluate intervention and program processes and outcomes | <input type="checkbox"/> Discuss with supervisor the effectiveness of interventions/services provided on at least two cases <input type="checkbox"/> Analyze the results from a client satisfaction interview/survey <input type="checkbox"/> Demonstrate the ability to monitor and adjust intervention plans due to implementation challenges <input type="checkbox"/> Other-_____ | | |
| | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | <input type="checkbox"/> Interview a relevant staff member about evaluation procedures used by the agency and how data from evaluations are used to improve practice/services <input type="checkbox"/> Demonstrate an understanding of how positive individual client outcomes are impactful beyond the micro level <input type="checkbox"/> Assist in gathering data and/or writing the agency's monthly/annual report <input type="checkbox"/> Other-_____ | | |
| Student Comments C9: | | | | |
| Field/Task Instructor Comments C9: | | | | |

Field/Task Instructor Only: Overall summary statement of student's strengths and areas needed for further development.

Total Student Mid-Field Evaluation Score: _____/60

Total Field/Task Instructor Mid-Field Evaluation Score: _____/60

Total Student Finale Evaluation Score: _____/134

Total Field/Task Instructor Finale Evaluation Score: _____/134

Learning Contract Establishment Signature:

Student Date

Task Instructor Date

Field Instructor Date

Dir. Of Field Education Date

Mid-Field Evaluation Signatures:

Student Date

Task Instructor Date

Field Instructor Date

Dir. Of Field Education Date

Finale Evaluation Signatures:

Student Date

Task Instructor Date

Field Instructor Date

Dir. Of Field Education Date

Student Evaluation of the Agency

Department of Sociology and Social Work

Student Evaluation of the Agency

(Completed at the end of the Field II)

Name _____

Agency Assigned _____

Time Period for the Practicum _____

Please circle the answer to the following questions. Answer as honestly as possible, your response will be used in making an assessment for agency selection in the future.

Agency

1. Were service/learning experiences provided that allowed you to work with members of various ethnic groups?
Yes No Uncertain
2. Were appropriate supervision and instructional personnel provided to ensure quality service/learning experiences?
Yes No Uncertain
3. Were service/learning experiences provided that ensured direct involvement with clientele in a manner consistent with professional social work development?
Yes No Uncertain
4. Were there adequate space and supplies?
Yes No Uncertain
5. Were opportunities provided to utilize new approaches of social work interventions?
Yes No Uncertain
6. Did the agency provide travel reimbursement for expenses incurred while performing agency business?
Yes No Uncertain
7. Did the agency provide written copies of its rules and regulations?
Yes No Uncertain

- | | | | | |
|-----|--|-----|----|-----------|
| 8. | Did the agency provide easy access to records for learning experiences? | Yes | No | Uncertain |
| 9. | Did the staff reflect the local diversity? | Yes | No | Uncertain |
| 10. | Was the agency and other staff members prepared for the arrival of students? | Yes | No | Uncertain |
| 11. | Were opportunities available for exposure to the total operation and activities of the agency? | Yes | No | Uncertain |

Supervision

- | | | | | |
|-----|---|-----|----|-----------|
| 12. | Were weekly supervisory session held between you and your Field Instructor? | Yes | No | Uncertain |
| 13. | Were the supervisory sessions beneficial? | Yes | No | Uncertain |
| 14. | Did you have access to your Field/Task Instructor when needed? | Yes | No | Uncertain |
| 12. | Was adequate time allotted for consulting with your Field/task Instructor? | Yes | No | Uncertain |

Learning Activities

- | | | | | |
|-----|---|-----|----|-----------|
| 16. | Were there opportunities to learn about the structure of organizations and service delivery systems? | Yes | No | Uncertain |
| 17. | Were there opportunities to discuss and/or work toward making necessary organizational change? | Yes | No | Uncertain |
| 18. | Were there opportunities to use theoretical frameworks to understand individual development and behavior across the life span, and the interactions between individuals and among individuals and families, groups, organizations, and communities? | Yes | No | Uncertain |
| 19. | Were there opportunities to apply the knowledge (from textbooks) and skills of generalist social work practice with systems of all sizes? | | | |

| | Yes | No | Uncertain |
|-----|---|----|-----------|
| 20. | Were there opportunities to apply the value base of the profession and its ethical standards and principles (SW Code of Ethics), and practice accordingly? | | |
| | Yes | No | Uncertain |
| 21. | Were there opportunities to evaluate research studies, apply research findings to practice, and evaluate your own practice interventions (applying knowledge from research classes)? | | |
| | Yes | No | Uncertain |
| 22. | Were there opportunities to describe the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice? | | |
| | Yes | No | Uncertain |
| 23. | Were there opportunities to use supervision and consultation appropriate to social work practice? | | |
| | Yes | No | Uncertain |
| 24. | Were there opportunities for your to practice advocacy skills either in a written or verbal manner? | | |
| | Yes | No | Uncertain |
| 25. | Were there opportunities to use communication skills differentially across client populations, colleagues, and communities? | | |
| | Yes | No | Uncertain |
| 26. | Were there opportunities to apply critical thinking skills within the context of professional social work practice? | | |
| | Yes | No | Uncertain |

Summary Of Experience

27. What would you list as the positive features of the field placement?

28. What would you list as the features of the field placement which should be improved?

29. Would you recommend this agency as a site for future student placements?
Why?

30. What recommendations would you make regarding this placement site?

Evaluation of Social Work Field Work Program By Field Instructor

**Department of Sociology and Social Work
Evaluation of Social Work Field Work Program
By Practicum Agency**

Please help us by providing feedback on our performance with you and your agency. For each items select the degree to which you agree with the statement. Please circle your answer for each statement and return the survey via email to the Director of Field Education,
Roxana.Hawkins@msj.edu

1. The student began the placement with foundation knowledge of social work ethics.
strongly agree agree undecided disagree strongly disagree

2. The student began the placement with the foundation knowledge of social systems.
strongly agree agree undecided disagree strongly disagree

3. The student began the placement with the foundation knowledge of interviewing skills.
strongly agree agree undecided disagree strongly disagree

4. The student began the placement with the foundation knowledge of assessment.
strongly agree agree undecided disagree strongly disagree

5. The student began the placement with the foundation knowledge of goal setting.
strongly agree agree undecided disagree strongly disagree

6. The student demonstrated responsible/reliable behavior.
strongly agree agree undecided disagree strongly disagree

7. The student made appropriate use of the field instructor's time.
strongly agree agree undecided disagree strongly disagree

8. The student demonstrated appreciation and respect for diversity.
strongly agree agree undecided disagree strongly disagree

9. The student was appropriately matched with this field work setting/service area.
strongly agree agree undecided disagree strongly disagree

10. The Field Work Manual was helpful.
strongly agree agree undecided disagree strongly disagree

11. The number of meetings with the Field Work Director/Liaison seemed appropriate. (If more or less is needed, please state your preference on the Comments section at the end of this survey.)
strongly agree agree undecided disagree strongly disagree

12. The requirement to do a learning contract was helpful in organizing the student's assignments.

strongly agree agree undecided disagree strongly disagree

13. The competencies and practice behaviors delineated in the student evaluation form captured the skills and knowledge used in professional practice in this field agency.

strongly agree agree undecided disagree strongly disagree

14. The orientation, meetings, and/or CEU offerings were not a good use of the field instructor's time.

strongly agree agree undecided disagree strongly disagree

15. This agency benefited from the student's field placement.

strongly agree agree undecided disagree strongly disagree

Comments:

Thank you.

IX. APPENDICES

2019-2020 Academic Calendar

| Fall 2019 | | |
|------------------------|------------------|---|
| August 26 | Monday | Classes Begin (Day & Evening) |
| September 2 | Monday | Labor Day - Holiday |
| October 11 | Friday | Mid-Semester Holiday |
| November 27-December 1 | Wednesday-Sunday | Thanksgiving Recess - University Closed |
| December 2 | Monday | Classes Resume |
| December 9-12 | Monday-Thursday | Semester Examinations |
| December 12 | Thursday | Semester Ends |
| December 14 | Saturday | December Graduation Ceremony (10:00 a.m.) |
| Spring 2020 | | |
| January 13 | Monday | Classes Begin (Day & Evening) |
| January 20 | Monday | Martin Luther King Holiday |
| February 21 | Friday | Mid-Semester Holiday |
| March 9-14 | Monday-Saturday | Spring Break |
| March 16 | Monday | Classes Resume |
| April 10-13 | Friday-Monday | Easter Break (Good Friday thru Easter Monday) |
| April 14 | Tuesday | Classes Resume |
| May 4-7 | Monday-Thursday | Semester Examinations |
| May 7 | Thursday | Semester Ends |
| May 9 | Saturday | Commencement |