

# SOUTHEASTERN UNIVERSITY



## ***MSW Field Manual for 2019-2020***

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## Welcome

Welcome to the field experience! Field education offers supervised opportunities to apply and adapt classroom learning within community-based settings. The first step towards a successful field experience is planning. In order to do so, the student and field instructor collaboratively create learning experiences using the educational resources available in the manual. Additional policies, procedures, and practices include an overview of the MSW curriculum, roles and responsibilities of the field learning team, and the hours and competency requirements for completion of the field experience.

The MSW Field Manual does not replace or supersede the MSW Student Handbook and the Southeastern University Graduate Handbook; however, they complement each other. Students are responsible for choosing behaviors exemplifying the policies, procedures, and practices set forth in the manual and handbooks. The MSW Program and university regularly review their academic and non-academic guidelines. If revisions occur in the manual and handbooks, the learning team members receive notification from the MSW Program.

As with any policy manual or handbook, the MSW Field Manual offers guidance and does not address every field related circumstance. In these situations, critical thinking, ethical decision-making, professional behavior choices, and the use of supervision are vital to field learning experiences. Therefore, field instructors, task supervisors, and students should refer to their MSW Field Manual early and often and, as needed, reach out to the MSW Field Director for assistance. Since the MSW Program believes the field experience is essential to social work education, we are here to help you create the best possible learning environment. Reach out to us at any time!

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## **MSW Program of Southeastern University**

The mission statement of Southeastern University and the *2015 Education Policy and Accreditation Standards* from the Council on Social Work Education (CSWE) inform the mission, goals, and curriculum of the Master of Social Work (MSW) Program. The following information provides the mission statement of Southeastern University, the mission, goals, and curriculum of the program, and the CSWE competencies and behaviors. This section concludes with accreditation information regarding the candidacy status of the MSW Program and its graduates.

### **Southeastern University Mission**

Southeastern University strives to provide an optimum educational environment by promoting student learning and leadership. The mission of Southeastern University is “equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning and leadership.” In turn, the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) accredits Southeastern University.

### **MSW Program Mission**

The mission of the MSW Program aligns with the mission statement of Southeastern University. The program mission is “placing an emphasis on the core values of the social work profession and building upon the foundation of generalist practice, the mission of the Master of Social Work Program at Southeastern University is to equip students to become competent clinical social work practitioners who model Christ’s example of demonstrating love, grace, compassion, and respect to diverse clients across a variety of practice settings.”

### **MSW Program Goals**

The MSW Program goals are an extension of the program mission. As such, the program goals are to:

1. Equip students with the knowledge, values, skills, behaviors, cognitive processes, and affective processes necessary to engage in competent social work practice with diverse individuals, families, groups, organizations, and communities.
2. Promote a strengths-based perspective that fosters a commitment to the values and ethics of the social work profession including the core values of social justice, the importance of human relationships and human rights, the dignity, and worth of each individual, integrity, and professional competence.
3. Create a learning environment that fosters critical thinking and enables students to apply evidence-based theoretical frameworks and interventions in clinical practice.
4. Prepare students to apply a person-in-environment perspective in social work practice with individuals, families, groups, organizations and communities.
5. Promote advocacy for human rights and social and economic justice, especially among oppressed populations.
6. Actively demonstrate the integration of faith and practice by applying Christ’s teachings of service, respect for all humans, appreciation of cultural diversity, compassion, gentleness, grace, and love in social work practice.

### **MSW Program Curriculum**

In order to align the program mission and goals with the curriculum, the program created definitions of generalist and clinical social work practice and developed corresponding behaviors based on CSWE competencies. This section offers a definition of generalist social work practice

and lists the CSWE competencies with specific behaviors for generalist practice. Likewise, a definition of clinical social work practice, competencies, and behaviors follow.

### **Generalist Social Work Definition**

Generalist practice requires collaboration with individuals, families, groups, organizations, and communities. In order to help others, generalist social workers use a variety of practice roles. They may work as an advocate, broker/linker, case manager, community developer, educational trainer, and fundraiser, grant writer, program planner, researcher, social change activist, or volunteer Director. In order to fulfill the professional responsibilities related to each role, generalist social workers use their skills to engage, assess, plan, intervene, and evaluate their practice with their clients. Therefore, generalist social workers use an intentional helping process with multiple roles.

The person-in-environment framework and a strengths-based practice model are foundational to generalist practice. Social workers assess the internal and external strengths, challenges, and needs of people and their social environments. In order to intervene, they apply evidence-informed knowledge while building on strengths and resiliency of their clients and social systems. Hence, generalist social workers help people achieve their goals through the application of strengths-based, research-supported interventions.

The relationship between practice, research, policy, and ethics directs the decision-making processes of generalist practitioners. Research provides foundational knowledge, and practice produces new research questions. The NASW Code of Ethics (2017) presents guidelines for ethical, responsible social work practice. Organizational and social policies establish the parameters of practice. Therefore, generalist social workers value the process whereby research, policy, and ethics inform their practice.

Generalist social workers are professionals who are committed to helping people reach their fullest potential. They value service, social justice, the dignity and worth of all people, the importance of human relationships, integrity, and competence. Their practice demonstrates respect for all people regardless of differences, empowerment of human and social well-being, and advocacy for social, economic, and environment justice.

#### References

Kirst-Ashman, K.K., & Hull, Jr., G.H. (2017). *Understanding generalist practice* (8<sup>th</sup> ed.). Boston, MA: Cengage Learning.

Miley, K. K., O'Melia, M., & Miley, K. K. (2013). *Generalist social work practice: An empowering approach* (8<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.

National Association of Social Workers (NASW). (2017). *NASW code of ethics*. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **Generalist Social Work Competencies & Behaviors**

The generalist social work definition aligns with the competencies set forth in the 2015 Educational Policy and Accreditation Standards from CSWE. Based on these competencies, the MSW Program developed essential behaviors related to generalist knowledge, values, skills, and cognitive and affective processes. In order to complete the generalist curriculum, students must demonstrate the following:

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

#1. 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.

- #2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- #3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- #4. Use technology ethically and appropriately to facilitate practice outcomes.
- #5. Use supervision and consultation to guide professional judgment and behavior.

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

- #6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- #7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- #8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

- #9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- #10. Engage in practices that advance social, economic, and environmental justice.

#### Competency 4 – Engage in Practice-informed Research and Research-informed Practice

- #11. Use practice experience and theory to inform scientific inquiry and research.
- #12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- #13. Use and translate research evidence to inform and improve practice, policy, and service delivery.
- #14. Use research methods to evaluate clinical practice effectiveness and/or agency outcomes.

#### Competency 5 – Engage in Policy Practice

- #15. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- #16. Assess how social welfare and economic policies impact the delivery of and access to social services.
- #17. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

- #18. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- #19. Use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies.

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

- #20. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- #21. 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.
- #22. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- #23. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- #24. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- #25. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- #26. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- #27. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- #28. Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- #29. Select and use appropriate methods for evaluation of outcomes.
- #30. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- #31. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- #32. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## Competency 10 – Integrate Faith and Social Work Practice in a Way that Embraces Diversity and is Consistent with both the Christian Faith and the NASW Code of Ethics

- #33. Understand and work effectively with the religious, faith, and spirituality dimensions of persons and communities.
- #34. Understand and work effectively within the context of the practice setting in regards to faith and spirituality.
- #35. Draw from one's own faith and spirituality to practice self-care and to empower one's ability to engage in effective social work practice.

### Reference

Council on Social Work Education (CSWE). (2015). *2015 Education Policy and Accreditation Standards (EPAS)*. <https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

### Clinical Social Work Definition

Clinical social work builds on the knowledge and skills of generalist practice. In that, a clinical social worker applies the strengths and person-and-environment perspectives to the holistic assessment of individuals, families, couples, and groups. In addition, a clinical practitioner recognizes the value of referring clients to community services and effectively collaborates with other professionals to enable and advocate for clients to receive those services.

The purpose of clinical social work is to facilitate cognitive, affective, and behavioral changes consistent with treatment goals. Social workers in clinical settings use assessment, diagnostic, prevention, and intervention skills in order to provide counseling, case management, consultation, client-center advocacy, and psychosocial education. Clinical knowledge develops competence in applying evidence-informed interventions such as trauma-informed, cognitive behavior, crisis prevention, substance abuse, solution-focused, and family systems treatment models. Therefore, a clinical social worker applies specialized knowledge and skills in order to promote human and social well-being of their clients.

Clinical social work is adaptable to a variety of client-centered settings. Community mental health centers, hospitals, substance use treatment, recovery programs, domestic violence shelters, youth services centers, schools, primary health care centers, child welfare agencies, aging services, employee assistance programs, law enforcement, probation, and private practice



settings commonly employ clinical social workers. Ultimately, clinical social workers strive to offer their clients hope by empowering them to heal from life situations and challenges.

#### References

- Grant, D. (2013). *Clinical social work*. In Encyclopedia of Social Work. doi:10.1093/acrefore/9780199975839.013.63
- National Association of Social Work (NASW). (2005). *NASW standards for clinical social work in social work practice*. <https://www.socialworkers.org/LinkClick.aspx?fileticket=Y0g4qdefLBE%3d&portalid=0>
- Regulations of Professions and Occupations, Title XXXII, Fl. Stat. §§ 491.003-7(a)–7(d). (2012). <https://www.flsenate.gov/Laws/Statutes/2012/Chapter491/All>

### **Clinical Social Work Competencies & Behaviors**

The clinical social work definition aligns with the competencies set forth in the 2015 Educational Policy and Accreditation Standards (EPAS) from the Council on Social Work Education (CSWE). Based on these competencies, the MSW Program developed essential behaviors related to clinical social work knowledge, values, skills, and cognitive and affective processes. In order to complete the clinical social work curriculum, students must demonstrate the following:

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

- #35. Effectively manage professional boundaries in clinical practice.
- #36. Apply the NASW Code of Ethics and strategies of ethical-decision making to clinical practice and interpersonal interventions with clients.
- #37. Demonstrate professional use of self in clinical practice.
- #38. Identify professional strengths, limitations, and challenges in practice.

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

- #39. Research and apply knowledge of diverse client populations including the cultural, spiritual, and ethnic values and beliefs of clients to enhance well-being.
- #40. Demonstrate advanced insight into personal biases and values and their influence on the client-worker relationship.
- #41. Apply cultural humility to clinical practice and extend dignity and respect to all clients.

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

- #42. Apply knowledge of the effects of oppression, discrimination, and historical trauma on clients to guide clinical assessment and intervention.

#### **Competency 4 – Engage in Practice-informed Research and Research-informed Practice**

- #43. Use the evidence-based process to identify and apply effective clinical practice interventions for clients.
- #44. Use research methods to evaluate clinical practice effectiveness and/or agency outcomes.

#### **Competency 5 – Engage in Policy Practice**

- #45. Advocate for social policies and/or agency policies that will enhance client well-being, service delivery, and/or access to social services.

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

- #46. Apply a strengths-based, person-in-environment perspective to establish rapport and maintain therapeutic relationships with clients.
- #47. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially weaken the therapeutic worker-client alliance.
- #48. Establish worker-client relationships that promote client participation in the establishment of mutually agreed upon treatment goals and objectives.

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

- #49. Utilize multidimensional bio-psycho-social-spiritual assessment forms and tools.
- #50. Assess client readiness for change.
- #51. As appropriate, apply differential and multi-axial diagnoses.
- #49. Utilize multidimensional bio-psycho-social-spiritual assessment forms and tools.
- #50. Assess client readiness for change.

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

- #52. Critically evaluate, select, and apply evidence-based practice interventions.
- #53. Implement treatment plans and/or contracts with clients to meet mutually-agreed upon goals.
- #54. Demonstrate use of appropriate clinical interventions for a range of presenting concerns.
- #55. Modify clinical interventions as necessary throughout the treatment process.

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

- #56. Develop evaluation plans to monitor client progress and measure the efficacy of clinical interventions.

#### Competency 10 – Integrate Faith and Social Work Practice in a Way that Embraces Diversity and is Consistent with both the Christian Faith and the NASW Code of Ethics

- #57. Include an examination of client's spirituality in the assessment process.
- #58. As appropriate, utilize client's own faith, religious practice, and/or spirituality as a potential coping mechanism.

#### Reference

Council on Social Work Education (CSWE). (2015). *2015 Education Policy and Accreditation Standards (EPAS)*. <https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

### **MSW Program Accreditation**

Accreditation is the systematic examination of a professional degree program by evaluating curriculum compliance based on established academic standards. The Commission on Accreditation (COA) of the CSWE accredits baccalaureate and master's degree programs in

social work education. When a social work program receives accreditation, the public may have confidence in the ability of the graduates to provide competent social work services.

The MSW Program at Southeastern University received initial accreditation in February 2020 from CSWE.

Per the CSWE, “Initial Accreditation automatically covers those graduating classes of students who were admitted during or after the academic year, August to June, in which the program was granted candidacy, regardless of when they graduated.” Since the MSW Program received candidacy status in February 2018, all students who entered the program on or after August 2017 received a MSW degree from an accredited program.

#### Reference

Council on Social Work Education (CSWE). (2015). *Accreditation*. Retrieved from <https://cswe.org/Accreditation>

## **Field Education**

Social work educators recognize the need for students to apply their knowledge and practice their skills prior to graduating with a degree. As such, the MSW Program integrates field courses into the academic curriculum. The field experiences take place in agency-settings under the supervision of a field instructor. In addition, the field activities offer opportunities for the students to demonstrate competency of social work knowledge, values, and skills. This section describes the philosophy of our field education program, outlines the required field hours, and gives an overview of the learning competencies expected for graduation from the program.

### **Field Education Philosophy**

Field is the signature pedagogy of social work education; therefore, the classroom and field learning have equal importance within the curriculum design. Field education provides agency-based learning opportunities for the application of theoretical concepts taught in the classroom. During the field experience, the agency provides the learning environment and the field instructor becomes the educator.

Field learning occurs through two interrelated processes. First, students apply and adapt classroom learning while completing field tasks. Second, field instructors actively teach students through role modeling, dialogue, and co-facilitating. Therefore, supervised field learning in community-based agencies connects and integrates social work theory and practice. In the end, the goal of field education is to transition the students to the role of a competent social work practitioner by bridging the classroom learning with social work practice in an agency setting.

### **Required Hours for Field Education**

Field learning occurs over time; therefore, the MSW Program requires students to complete their field hours over the course of several academic semesters. Since field is a supervised experience, the field hours generally occur during the business hours of the agency. Evening and weekend hours are typically not available. Thus, the MSW Program is under no obligation to provide evening and weekend field placements regardless of personal circumstances.

Since the MSW Program accepts students in either traditional or advanced standing programs, the time requirements for field experiences vary. However, the MSW Program adheres to the minimum field hours as set forth in the accreditation standards from the Council on Social Work Education. The subsequent sections offers an overview of the traditional and advanced standing programs with a special focus on the required field hours and weeks.

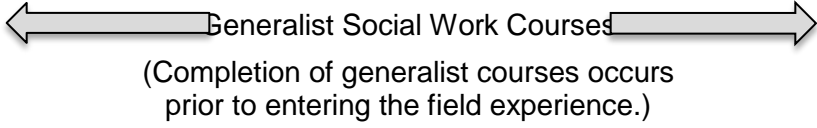
### **Field Hours for the Traditional MSW Program Plan**

Students on the traditional program plan complete two field experiences. The first focuses on generalist social work practice. During the second year, students engage in a specialized practice called clinical social work. In order to graduate with an MSW degree, the traditional program requires 65 credit hours of coursework and a minimum of 900 clock hours of field experience. Both field experiences require students to spend a minimum of 50% of their field time engaging with clients and constituencies, such as supervisors, other professionals, colleagues, and community members.

The first field experience is in generalist social work practice. The field courses SOWK 5014 *Field Experience and Seminar I* (4 credit hours) and SOWK 5024 *Field Experience and Seminar II* (4 credit hours) occur as a block placement during the first summer of enrollment in the program. Students normally accrue a minimum of 400 clock hours over a minimum of 15 weeks, which is

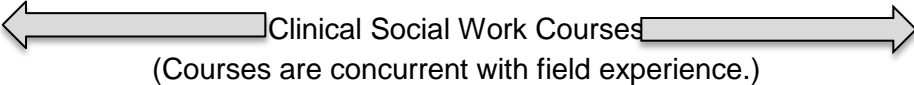
approximately 25 to 28 hours a week in the field agency. Due to COVID-19, CSWE allows accredited social work programs to reduce the number of required field hours by 85%. During the 2020-2021 academic year, the program requires students in SOWK 5014 and SOWK 5024 to complete a minimum of 340 clock hours.

The following table shows the placement of the field courses in the generalist course sequence. For additional information about the sequence and descriptions of the courses, see Appendix C.1.

Generalist Social Work Course Sequence including the Field Experience					
Fall Semester Term A (8 weeks)	Fall Semester Term B (8 weeks)	Spring Semester Term A (8 weeks)	Spring Semester Term B (8 weeks)	Summer Term A (8 weeks)	Summer Term B (8 weeks)
 <p style="text-align: center;">Generalist Social Work Courses (Completion of generalist courses occurs prior to entering the field experience.)</p>				SOWK 5014 <i>Field I</i> (22 – 23 clock hours in field agency; accrue 170 clock hours)	SOWK 5024 <i>Field II</i> (22 – 23 clock hours in field agency; accrue 170 clock hours for total of 340 clock hours)

The second field experience is in clinical social work practice. The field courses SOWK 6014 *Field Experience and Seminar III* (4 credit hours) and SOWK 6024 *Field Experience and Seminar IV* (4 credit hours) happen concurrently with clinical social work courses during the fall and spring semesters. Students accumulate 500 clock hours over both semesters and must be in the field agency for a minimum of 15 weeks each semester. Therefore, students spend approximately 16 – 18 hours a week in the field agency. Note: CSWE has **not** approved reduced field clock hours for clinical social work field placements after the 2020-2012 academic year.

The following table shows the placement of the field courses in the clinical social work curriculum. For additional information about the sequence and descriptions of the courses, see Appendix C.1.

Clinical Social Work Course Sequence including the Field Experience				
Fall Semester Term A (8 weeks)	Fall Semester Term B (8 weeks)	Spring Semester Term A (8 weeks)	Spring Semester Term B (8 weeks)	
SOWK 6014 (16 - 18 clock hours in field agency; Accrue 250 hours)		SOWK 6024 (16 - 18 clock hours in field agency; Accrue an additional 250 hours for a total of 500 hours)		
 <p style="text-align: center;">Clinical Social Work Courses (Courses are concurrent with field experience.)</p>				

### Field Hours for the Advanced Standing MSW Program Plan

Students in the advanced standing program complete their field experience in the specialized practice area of clinical social work. In order to graduate with an MSW degree, the advanced standing program normally requires 32 to 33 credit hours of coursework and a minimum of 500

clock hours of field experience. The field experience requires students to spend a minimum of 50% of their time engaging with clients and constituencies, such as supervisors, other professionals, colleagues, and community members.

The field experience for the students with advanced standing focuses on clinical social work practice. SOWK 6014 *Field Experience and Seminar III* (4 credit hours) and SOWK 6024 *Field Experience and Seminar IV* (4 credit hours) happen concurrently with the clinical social work courses during the fall and spring semesters. Students normally accumulate 500 clock hours over both semesters and must be in the field agency for a minimum of 15 weeks each semester. Therefore, students spend approximately 16 – 18 hours a week in the field agency. Due to COVID-19, CSWE allows accredited social work programs to reduce the number of required field hours by 85%. During the 2020-2021 academic year, the program requires advanced standing students in SOWK 6014 and SOWK 6024 to complete a minimum of 400 clock hours.

The following table shows the placement of the field courses in the clinical social work curriculum. For additional information about the sequence and descriptions of the courses, see Appendix C.1.

Clinical Social Work Field Experience			
Fall Semester Term A (8 weeks)	Fall Semester Term B (8 weeks)	Spring Semester Term A (8 weeks)	Spring Semester Term B (8 weeks)
SOWK 6014 (13 - 14 hours in field agency in order to accrue 200 clock hours)		SOWK 6024 (13 - 14 hours in field agency in order to accrue 200 clock hours)	
<p>Clinical Social Work Courses (Courses are concurrent with the field experience.)</p>			

### Required Competency in Field Education

In addition to fulfilling the required number of clock hours and number of weeks, students must demonstrate competency of each behavior. Students show proficiency of behaviors based on their evaluation on Field Learning Plan and grades from the assignments for the field seminar. Information about the Field Learning Plan & Evaluation Form is on pages 34 - 35 and in Appendix A.3 *Field Learning Plan & Evaluation Form* for the generalist social work field experience and Appendix A.4 *Field Learning Plan & Evaluation Form* for the clinical social work field experience.

## **Field Learning Team**

The field learning team consists of the field instructor, student, and MSW Field Director. If applicable, a task supervisor and an off-site field instructor may become team members. The team is responsible for creating learning tasks whereby the student applies and adapts social work knowledge, values, and skills to the agency setting. The field instructor fulfills the roles of educator, administrative supervisor, mentor, and evaluator. The MSW Field Director oversees the field experience. The student is responsible for creating learning experiences from every behavior related to the social work competencies. Together, the field learning team creates the learning environment bridging classroom learning to social work practice in a community-based setting.

In order to ensure the learning team is able to provide educational opportunities, the MSW Field Director approves the field instructors, tasks supervisors, field agencies, and off-site field instructor. The following section identifies the selection criteria for becoming a field agency, field instructor, task supervisor, and off-site field instructor. It also outlines the procedure for the approval process.

## **Field Agency Selection Criteria & Process**

### **Field Agency Selection Criteria**

The MSW Field Director approves the field agencies. Approval occurs on two levels. One is for approving generalist social work agencies; the other is for approving clinical social work agencies. An agency must meet the following criteria for approval as a generalist social work and/or clinical social work agency. The agency:

1. Serves and employs diverse populations while complying with Title IV of the Civil Rights Act of 1964, such that no person, on the basis of race, color, sex, age, disability, sexual orientation or national origin, is excluded from the participation in or denied benefits, or is otherwise subjected to discrimination under any program or activity of that agency.
2. Provides a qualified field instructor (see pages 16-17).
3. Agrees to allow the field instructor to attend field orientation, evaluation, and training sessions, participate in weekly, one-hour field education supervision with the student, and provide oversight regarding the assignment, observation, and co-facilitation of field learning activities.
4. Has sufficient social work staff to maintain and develop agency programs without reliance on students to fill volunteer or paid employee positions.
5. Has good standing within the community and, as applicable, maintains local, state, or national accreditation.
6. Demonstrates congruence between the mission and services of the agency, the mission of the MSW Program, and social work values and ethics.
7. Offers a variety of field learning tasks, which teach the student to apply and adapt academic knowledge, values, skills, and cognitive and affective processing needed for culturally competent social work practice. These activities may include, but not be limited to, direct practice with individuals, families, and groups, case planning meetings, staff meetings, in-service trainings, and other organizational, community, and professional meetings. However, at least 50% of the student's field learning activities must be in direct practice with clients and constituencies, such as supervisors, other professionals, colleagues, and relevant community members
8. Identifies specific generalist social work field activities useful for developing student proficiency of the ten social work competencies and generalist behaviors and/or identifies

specific clinical social work activities useful for developing student proficiency of the ten social work competencies and clinical social work behaviors.

9. Provides the student with adequate physical space, equipment, and supervision for access to confidential and privileged information necessary for the development of professional experience. Meeting space provides a safe place for the exchange of confidential information. Work materials and a phone and/or computer offers the equipment needed to complete the learning activities.
10. Agrees to allow the student to include case examples in class assignments without screening or censoring information as long as the student is not violating agency policies or NASW Code of Ethics specifically privacy and confidentiality.
11. Informs the student of health screenings and background checks required by the agency, provides the student with an orientation to the agency, and explains agency policy related to mileage and other reimbursement expenses.
12. Signs an Affiliation Agreement between the agency and Southeastern University. The university sends a fully executed copy of the Affiliation Agreement to the field agency.

### **Field Agency Approval Process – Initial Approval**

The MSW Field Director uses the following process to approve field agencies.

1. The MSW Field Director accepts the names and contact information for interested field agencies and instructors.
2. The MSW Field Director visits or has online conferencing session with the prospective agencies in order to meet with potential field instructor(s) and, when appropriate, agency administrators.
3. During the meeting, the Field Director discusses the approval process and selection criteria for MSW field agencies and field instructors. In addition, the MSW Field Director shares the MSW Field Manual specifically the requirements of the generalist and clinical social work placements, the academic expectations related to the social work competencies and performance indicators, and the educational expectations of supervision with social work field students.
4. If the MSW Field Director believes the organization meets the MSW selection criteria, then the agency becomes an approved MSW field agency. The MSW Field Director indicates if the agency is appropriate for generalist and/or clinical social work field placements.
5. The MSW Field Director sends the Affiliation Agreement to the approved field agency representative, who returns the signed Affiliation Agreement.

### **Field Agency Approval Process – Renewal of Approval**

Once a field agency achieves approval as a MSW field site, the agency is eligible for an annual renewal of their approved status. At the end of each academic year, the MSW Field Director evaluates each field agency using the selection criteria for approved agencies. If the field agency continues to demonstrate compliance with the criteria, the approval of the field agency is renewed.

### **Field Agency Approval - Discontinued**

If a field agency experiences changes whereby the agency no longer meets the selection criteria for approval, then the agency representative must immediately notify the MSW Field Director. The MSW Field Director consults with the agency representative and/or field instructor to determine the approval status of the agency. If the decision is to discontinue the approval status, then the MSW Field Director notifies the appropriate agency personnel and makes decisions in the best interest of any MSW field student placed within the agency.

In the future, the agency may make changes in order to meet the selection criteria for a field agency. If so, the agency may contact the MSW Field Director to reapply for approved field agency



status. The MSW Field Director uses the initial process and selection criteria for field agency approval (see above).

## **Field Instructor Selection Criteria & Approval Process**

### **Field Instructor Selection Criteria**

The field instructor is vital to the student's learning process. Through observation, co-facilitation, teaching, role modeling, mentoring and supervision, the field instructor provides structured and monitored learning opportunities whereby the student applies, expands, and adapts social work practice theories and concepts to a practice setting.

The MSW Field Director approves the field instructors. A social work practitioner must meet the following selection criteria for approval as a MSW field instructor.

1. Has a master of social work degree from a CSWE-accredited program with at least two years post-master of social work degree experience.
2. Continues own professional development as demonstrated through continuing education, competence, and expertise in particular area of service as related to generalist social work and/or clinical social work practice. A resume and/or curriculum vita shows evidence of professional development.
3. Demonstrates ability to teach the knowledge, values, skills, and cognitive and affective processes required for generalist social work and/or clinical social work practice. In addition, demonstrates ability to supervise MSW field students. A resume and/or curriculum vita shows evidence of teaching and supervision abilities.
4. Articulates availability to fulfill responsibilities of a field instructor including, but not limited to, the following activities:
  - a. Attending field orientation, evaluation, and training sessions,
  - b. Participating in weekly, one-hour field education supervision with the student,
  - c. Designating field learning activities appropriate to the ability and learning needs of the student,
  - d. Regularly signing the student's Intern Placement Tracking (IPT) System time log,
  - e. Providing oversight regarding the observation and co-facilitation of field learning activities, and
  - f. Providing a written evaluation regarding field student performance.
5. Commits to serve as a field instructor for the duration of the student's placement.

### **Field Instructor Approval Process – Initial Approval**

1. The MSW Field Director accepts the contact information of social work practitioners who are interested in being field instructors.
2. The MSW Field Director visits or holds an online conferencing session with a potential field instructor in a prospective or previously approved MSW field agency.
3. At the meeting, the MSW Field Director discusses the approval process and criteria for MSW field instructors. In addition, the Field Director shares the MSW Field Manual specifically the requirements of the generalist and clinical social work placements, the academic expectations related to the social work competencies and performance indicators, and the educational expectations of supervision with social work field students.
4. If the MSW Field Director believes the social work practitioner meets the MSW field criteria, then the social worker becomes an approved MSW field instructor. The Field Director indicates if the Field Instructor is appropriate for generalist and/or clinical social work field students.

5. In order to complete the approval process, the field instructor submits a resume or curriculum vita.

### **Field Instructor Approval Process – Renewal of Approval**

Once a social work practitioner attains approval as a field instructor, the instructor is eligible for an annual renewal of his or her approved status. At the end of each academic year, the MSW Field Director evaluates each field instructor using the selection criteria for approved field instructors. If the instructor continues to demonstrate compliance with the criteria, the approval of the field instructor is renewed.

### **Field Instructor Approval - Discontinued**

If a field instructor is no longer able to meet the selection criteria for approval or fulfill the field instructor responsibilities, then the field instructor must immediately notify the MSW Field Director. The MSW Field Director consults with the field instructor to determine approval status. If the decision is to discontinue the approval, then the MSW Field Director notifies the field instructor, appropriate field agency representative, and makes decisions in the best interest of any MSW field student placed with the field instructor.

In the future, the social work practitioner may wish to return as a field instructor. If so, the social work practitioner contacts the MSW Field Director to reapply for approved field instructor status. The MSW Field Director uses the initial process and selection criteria for field instructor approval (see above).

## **Task Supervisor Selection Criteria & Approval Process**

### **Task Supervisor Selection Criteria**

Occasionally, the field instructor works in an administrative position and has limited daily contact with the student. However, the field instructor does provide the student with weekly, one-hour supervision. In this instance, the field instructor may assign the student to work with another professional whose employment is by the field agency and demonstrates professional training and work experience in generalist and/or clinical social work practice. The designation for this professional is the task supervisor.

### **Task Supervisor Approval Process**

The approval of a task supervisor is the responsibility of the field instructor who reports the use of a task supervisor to the MSW Field Director.

## **Off-Site Field Instructor**

### **Off-Site Field Instructor Selection Criteria**

If an approved field agency does not employ a professional with a master of social work degree from a CSWE-accredited program and two years of post-master of social work degree experience, then the MSW Program may elect to use an off-site field instructor. Typically, the off-site field instructor is a full-time social work faculty member. The selection criteria for the off-site field instructor is the same as for the field instructor.

### **Off-Site Field Instructor Approval Process**

The process for approving an off-site field instructor is as follows.

1. The field agency would provide valuable learning experiences commensurate with the generalist and/or clinical social work competencies and performance indicators.
2. With the approval of the MSW Program Director and MSW Field Director, a social work faculty member or an approved field instructor assumes the responsibility for reinforcing

a generalist and/or clinical social work perspective. In order to do so, the off-site field instructor meets with the student for a minimum of one hour a week.

## **Field Placement Process**

Field education requires students to accrue a specified number of field hours (see pages 11 – 13) and demonstrate competency of behaviors related to generalist or clinical social work practice. In order to do so, the MSW Field Director approves field agencies and instructors who are qualified to provide the best possible learning environments. Next, the MSW Field Director evaluates student eligibility for entry into a field education course. If the student is eligible for a field placement, the MSW Field Director begins the process of securing a field agency and instructor. The following section describes the criteria and process for evaluating student eligibility and outlines the field placement process.

### **Student Eligibility Criteria for Field Education**

#### **Eligibility for SOWK 5014 & SOWK 5024**

For a student to be eligible for enrollment in SOWK 5014 *Field Experience & Seminar I* and SOWK 5024 *Field Experience & Seminar II*, the student must have:

1. An overall grade point average of 3.0 or better in graduate social work courses
2. A grade of a B- or better in all graduate social work courses
3. Completed the graduate social work courses in the sequence described by the MSW Program (see Appendix C.1)

#### **Eligibility for SOWK 6014 & SOWK 6024**

For a student in the traditional program, their eligibility for enrollment in SOWK 6014 *Field Experience & Seminar III* is:

1. An overall grade point average of 3.0 or better in graduate social work courses
2. A grade of a B- or better in all graduate social work courses
3. Completed graduate social work courses in the sequence described by the MSW Program (see Appendix C.1)

For a student in the advanced standing program, their eligibility for enrollment in SOWK 6014 *Field Experience & Seminar III* is:

1. An overall grade point average of 3.0 or better in the last 60 credit hours of their undergraduate social work program
2. A grade of a B- or better in all undergraduate social work practice and field courses
3. An undergraduate degree in social work from a CSWE accredited program

For a clinical social work student, regardless of enrollment in the traditional or advanced standing program, to be eligible for enrollment in SOWK 6024 *Field Experience & Seminar IV*, the student must have:

1. An overall grade point average of 3.0 or better in graduate social work courses
2. A grade of a B- or better in all graduate social work courses including SOWK 6014 *Field Experience & Seminar III*
3. Completed clinical social work courses in sequence described by the MSW Program (see Appendices C.1 & C.2)

### **Process for Evaluating Student Eligibility**

Each student submits an online field application (see Appendix 1.A) in the Intern Placement Tracking (IPT) system. Using information on the application and the eligibility criteria for field education, the MSW Field Director evaluates the admissibility of the student to field courses. If

the student meets the eligibility criteria, then the MSW Field Director and student begin the field placement process. If the student does not meet the field eligibility criteria, the MSW Field Director refers the student to the MSW Program Director for further action.

Assignment of field placements occur in the order the applications are received. The more timely the application submission, the sooner the field placement process begins. The MSW Field Director processes the applications in the order received.

### **Field Placement Process**

If the student meets the eligibility criteria for field education, then the MSW Field Director and student begin the field placement process. The steps in the field placement process are as follows:

1. The MSW Field Director and student meet in person or via online videoconferencing. They discuss potential field agencies with the goal of finding a good fit between the student, an approved field agency, and an approved field instructor. If the student desires a field placement in an unapproved agency or with an unapproved field instructor, the student provides contact information to the MSW Field Director. The Director visits with the field agency and instructor, then uses the selection criteria and approval processes to either grant or deny approval. **Students may not find their own placements.**
2. The MSW Field Director identifies an approved field agency and instructor then shares the field instructor's contact information with the student. Note: The MSW Field Director selects a field agency based the field application and interview along with the availability of field placements in approved agencies. Considerations of student requests include transportation needs, physical access, out-of-town placements, work schedules, and the possibility of an employed field placement. The MSW Field Director strives to meet as many requests possible; however, the fulfillment of all requests may not be possible.
3. The student communicates with the field instructor within 48 hours of receiving the contact information. The purpose of the contact is to schedule an interview. The student should allow the field instructor approximately two weeks to schedule an interview. In addition, the student is responsible for obtaining directions to the interview office and asking about parking.
4. The field instructor and student complete the interview. The purpose of the interview is to evaluate the goodness of fit between the field agency, field instructor, and student. Since the interview is professional, the student should arrive early, dress professionally, communicate with professional language, prepare several questions about the agency, and have a resume, copy of the field application, and the Field Placement Confirmation form (see Appendix A.2). If the field instructor indicates he or she would accept the student for a field placement, then the field instructor and student complete the Field Placement Confirmation form. At this point, the student should ask about pre-field health screenings, immunizations, background checks, paperwork, orientation sessions, trainings, and potential start date. If no Field Placement Confirmation form is completed, the student contacts the MSW Field Director to discuss the next steps.
5. When the interview is completed, the student notifies the MSW Field Director. The student shares his or her insights about the interview. More specifically, the student describes his or her thoughts about a field placement with the agency and field instructor. If a Field Placement Confirmation form was completed, the student submits the form in IPT. If a Field Placement Confirmation form was not completed, the MSW Field Director and student discuss the next steps.
6. The MSW Field Director and field instructor discuss the interview. If the field instructor indicates acceptance of the student for a field placement, then the MSW Field Director finalizes the placement. The MSW Field Director has the ultimate authority to make final decisions regarding field placements.

7. After the MSW Field Director notifies the student of the final approval, the student completes the pre-field health screenings, immunizations, background checks, paperwork, orientation sessions, and trainings. Due date for completion of all pre-field tasks is at least two weeks before the beginning of the field experience. The student is responsible for submitting all paper for the pre-field tasks to the appropriate people.
8. The student purchases student liability insurance and submits the coverage face sheet in IPT at least two weeks prior to beginning the field experience.
9. At least two weeks prior to the beginning of the field experience, the student contacts the field instructor to make sure the field agency has received all documentations related to pre-field tasks and to confirm a field experience start date.
10. The student attends a field orientation meeting presented by the MSW Field Director.
11. The field experience and accrual of field hours does not begin until all of the preceding steps are completed.

### **Missed Opportunities**

The MSW Program works with a student to find a suitable field placement, but it does not guarantee a placement. There are limits on the number of “missed opportunities” a student can have in order obtain a field placement. ***The maximum number of “missed opportunities” is three.*** A “missed opportunity” includes, but not limited to, each occurrence of the following:

- A student not accepting an offer for an interview at an agency
- A student not accepted by an agency following an interview
- A student not accepted by an agency following the completion of additional screening criteria
- A student not accepting a field placement offer with an agency
- An agency requesting a student be removed from placement for any of the following reasons:
  - Unsatisfactory performance
  - Poor attendance
  - Failure to adhere to agency policies
  - Unprofessional, unethical behavior

If a student has one or two “missed opportunities,” the student maybe placed on a Student Development Plan. Any “missed opportunity” for securing a timely field placement may delay the progression through the MSW course sequence (see Appendices C.1 & C.2) and result in a delayed graduation date.

After the third “missed opportunity,” one of the following may occur:

- A current student maybe immediately dismissed from the social work program
- An incoming student maybe denied admission into the program

### **Employment-based MSW Field Placements**

To ensure the role of student as learner, the field tasks and field education supervision must be different from those of employment. In other words, the academic learning tasks related to the field experience must differ from employment activities as stated in a job description. The employment supervisor must not be the same as the field instructor. Therefore, a student in an approved employment-based placement may have to invest additional time outside of work hours in order to demonstrate competency of social work knowledge, values, and skills.

### **Employment-based MSW Field Placement Criteria**

An approved employment-based field placement must met the following criteria.

1. Educational Learning Focus: The focus of the field experience must be educational rather than on the needs of the agency and current job description of the student.
2. Field Agency: The employing agency must meet the same requirements as an approved MSW field agency.
2. Field Instructor: The current employment supervisor and the MSW field instructor must be different individuals. A professional social worker, who will be supervising the field experience, must meet the same requirements as an approved MSW field instructor.
3. Employment vs. Field Tasks: The field learning tasks must be new and different from the employment activities. In other words, the student must have opportunities to work with a new population, utilize a new treatment methodology, or work in a new field of practice. The field tasks must also provide an opportunity for the student to demonstrate competency of the behaviors in the appropriate curriculum, either generalist or clinical social work practice, as identified in the Field Learning Plan & Evaluation Form.
4. Professional Behavior: A student must demonstrate commendable academic and professional behavior as noted in the Student Excellence Standards (see Appendix C.3).

### **Employment-based Application Process**

The process for seeking approval of an employment-based MSW field placement is as follows.

1. The student communicates with the MSW Field Director about the intention to seek an employment-based field placement.
2. The MSW Field Director sends the student an Employment-Based MSW Field Placement Agreement & Proposal form (see Appendix A.3.a).
3. The student submits a completed agreement-proposal to the MSW Field Director no later than 30 days prior to the start of the semester. Proposals submitted less than 30 days prior to the beginning of the semester are generally not accepted. Submission of an application for an employment-based field experience does not constitute an automatic approval of the placement.
4. In some circumstances, the MSW Field Director may ask to meet with the student, employment supervisor, and potential field instructor. After which, the MSW Field Director approves or denies the proposal, then notifies your MSW field instructor and student as soon as possible.

### **New Employment of Student by Field Agency during Field Placement**

If a student considers employment with a field agency after the start of and prior to the completion of the field placement, the same employment-based policies and procedures apply. The student is responsible for notifying the MSW Field Director and completing the Employment-based Field Placement Agreement and Proposal.

### **Field Stipends**

A student may receive a stipend during a field placement. In these situations, the field agency offers the student a paid field internship with payment commencing at the beginning of the field experience and ending when the field experience stops. The agency provides the MSW Field Director and student with a written description of the learning tasks and specifically acknowledges the academic nature of the field internship. The field tasks must be new learning experiences for the student and help the student demonstrate competency of the behaviors in the Field Learning Plan. The field instructor and agency supervisor may be the same individual; however, the MSW Field Director must approve the field instructor and agency based on requirements set forth in this MSW Field Manual and submitted on the Clinical MSW Field Placement Stipend Agreement form (see Appendix A.3.a).

### **Previous Work or Life Experience**

The MSW Program does not grant social work course or field credit for life experiences or previous work experiences.

## **Beginning the Field Placement**

Beginning the field experience may be very overwhelming. Preparation helps to reduce anxiety and is the key to a successful transition from classroom to field. This section contains information about the efforts of the MSW Program to provide a field orientation in order to prepare the field instructors and students for the field experience. The orientation includes, but is not limited to, the responsibilities of the field learning team and field policies specifically those involving risk management.

### **Field Orientation**

#### **Field Instructor Orientation & Training**

The orientation to field begins when the MSW Field Director initially visits with a potential field instructor. At this time, the MSW Field Director shares the MSW Field Manual and explains the field requirements. First time field instructors must attend a field training prior to supervising MSW field students. The training occurs through a face-to-face workshop or an online training called *Training in the Box*. Returning MSW field instructors receive a copy of the most recent MSW Field Manual and are encouraged to complete the field training for first time field instructors. Task supervisors and off-site field instructors who are social work faculty members may attend the field training.

#### **Students**

The field students receive two orientations. The first is an orientation to the field requirements and policies in MSW Field Manual; the second is an orientation from the field instructor or designated agency personnel. Both orientations are important for a successful field experience.

#### **Student Orientation to the Field Experience**

The MSW Field Director orients the students to the field experience during the first field seminar class. This orientation focuses on the academic expectations of the field experience and the policies in the MSW Field Manual. The orientation covers use of the Field Learning Plan & Evaluation Form and the time log. Discussion includes how to use supervision to create meaningful learning experiences.

#### **Student Orientation in the Field Agency**

During the first week of the field experience, the student should receive an orientation to the field agency. The field instructor or other designated agency employee provides the orientation. An Orientation Worksheet offers guidance on the important need-to-know policies, procedures, and agency related functions (see Appendix B.1).

## During the Field Experience

Each member of the field learning team is responsible for creating a learning environment. In order to guide this learning process, the MSW Program requires the use of two documentation tools. One tool is the Field Learning Plan & Evaluation Form; the other is the time log. Both tools are useful for starting discussions during supervision.

Other resources for guiding the field experience include field policies, risk management practices, and problem resolution procedures. The field instructor and student should consult these policies, practices, and procedures often. In doing so, field learning occurs by clearly understanding professional expectations of social work practice.

Therefore, this section contains information about the responsibilities of the field learning team members, the documentation tools, field policies, risk management practices, and problem resolution procedures.

### Field Learning Team Responsibilities

The field learning team consists of the field instructor, student, and MSW Field Director. If applicable, a task supervisor and an off-site field instructor may become team members. The team is responsible for creating learning tasks whereby the student applies and adapts social work knowledge, values, and skills to the agency setting. The field instructor fulfills the roles of educator, administrative supervisor, mentor, and evaluator. The MSW Field Director oversees the field experience. The student is responsible for creating learning experiences from every field task. Together, the field learning team creates the learning environment bridging classroom learning to social work practice in a community-based setting.

In order to ensure the learning team is able to provide educational opportunities, each team member must uphold their responsibilities. The following information describes the responsibilities for the field agency, field instructor, task supervisor, off-site field instructor, university, MSW Field Director, and student.

### Field Agency Responsibilities

The field agency is responsible for maintaining the criteria for approval status in the MSW Program (see pages 15 – 16). Once the field experience begins, the agency must:

1. Allow the field instructor to attend field orientation, evaluation, and training sessions, participate in weekly, one-hour field education supervision with the student, and provide oversight regarding the assignment, observation, and co-facilitation of field learning activities.
2. Maintain sufficient social work staff to operate and develop agency programs without reliance on students to fill volunteer or paid employee positions.
3. Offer students a variety of field learning tasks, which teach the student to apply and adapt academic knowledge, values, skills and cognitive and affective processing needed for culturally competent social work practice with individuals, families, groups, organizations, and communities.
4. Provide students with adequate physical space, equipment, and supervision for access to confidential and privileged information necessary for the development of professional experience.
5. Notify the MSW Field Director **immediately** of agency changes impacting the field placement



### **Field Instructor Responsibilities**

The field instructor is responsible for maintaining the criteria for approval status in the MSW Program (see pages 17 - 18) and creating a learning environment bridging the student's academic learning to the field experiences. In other words, the field instructor assists the student in integrating knowledge, theory, concepts, ethics, values, and skills into the field experience. Therefore, supervision is an essential learning task for the field experience. Once field begins, the instructor must:

1. Oversee the student orientation to the field agency (see Appendices B.1)
2. Provide weekly, one-hour field education supervision with the student. Supervision may occur individually, in a group, or both. Clearly describe your role and expectations of the student (see Appendix C.4)
3. Designate field tasks appropriate to the ability and learning needs of the student. Assigned tasks should be meaningful, contribute to agency and client well-being, enhance student learning, and/or encourage professional growth. In addition, assigned tasks must relate to the competencies and behaviors in the Field Learning Plan (see Appendices A.4 & A.5). At the beginning of the field experience, the student may need an explanation about the purpose for the field task and clear instructions about how to complete the activity
4. Regularly sign the student time log in the Intern Placement Tracking (IPT) System. Monitor student field hours to ensure a minimum of 50% of the hours include direct contact with clients and constituencies
5. Provide a written evaluation of student performance based on observation and co-facilitation of field tasks. Additional information about student performance may come from speaking with the task supervisor. Present the evaluation on the mid-term and final evaluation form during field site visits. See Appendices A.4 & A.5 and pages 34 - 35 for additional information about the evaluation process.
6. Provide a written evaluation regarding field student performance and attend the field site visits
7. Notify the MSW Field Director **immediately** if the student's performance is unsatisfactory and/or changes in employment occur

### **Task Supervisor Responsibilities**

The task supervisor is responsible for working with the student under the direction of the field instructor (see page 18). Once the field experience begins, the task supervisor should:

1. Provide day-to-day supervision by observing or co-facilitating with the student then processing the experience related to the professional development of the student
2. Offer evaluative feedback regarding student performance to the field instructor
3. Notify the field instructor immediately if the student's performance is unsatisfactory. If the field instructor is not available, immediately notify the MSW Field Director

### **Off-Site Field Instructor Responsibilities**

The off-site field instructor is responsible for maintaining the criteria for approval status in the MSW Program (see pages 17 - 18) and creating a learning environment bridging the student's academic learning to the field experiences. In other words, the off-site field instructor assists the student in integrating knowledge, theory, concepts, ethics, values, and skills into the field experience. Therefore, supervision is an essential learning task for the field experience. Once field begins, the off-site field instructor is responsible for all the same tasks as the field instructor (see pages 24 – 25).

## **University Responsibilities**

The university enters an affiliation agreement with the field agency. The agreement articulates the roles and responsibilities of all the participating parties. In addition, the university provides a MSW Field Director.

## **MSW Field Director Responsibilities**

The MSW Field Director is responsible for planning, implementing, and evaluating the field program and providing field advising to all MSW students. The MSW Field Director should:

1. Advise students and give final approval of field placements
2. Approve field agencies, field instructors, and off-site field instructors
3. Orient the students, field instructors, task supervisors, and off-site field instructors to the field experience
4. Collaborate with students and field instructors to development learning tasks for the Field Learning Plan & Evaluation Form (see Appendices A.4 & A.5)
5. Monitor the student performance and provide consultation, mediation, and negotiation when challenges arise during the field experience
6. Complete site visits for the mid-evaluation and final evaluation
7. Oversee and evaluate all field learning team members and the policies, practices, and academic activities of the field experience including the field manual and field seminar courses
8. Maintain compliance of the field program with the *2015 Education Policy and Accreditation Standards* from the Council on Social Work Education
9. Revise, as needed, all components of the field program

## **Student Responsibilities**

Students must accept responsibility for their own learning and professional behavior. With the guidance of the field instructor and MSW Field Director, students should be active participants in the learning processes of the field experience. Students are responsible to:

1. Engage in professional relationships demonstrating culturally competent, respectful, and ethical behaviors. These behaviors exemplify the *NASW Code of Ethics*, field agency policies, and the Student Excellence Standards (see Appendix C.3).
2. Demonstrate an openness and preparedness to learning. Behaviors indicative of a self-directed learner include being curious about new ideas, independently seeking new learning opportunities, entertaining multiple viewpoints as a means to finding new solutions, independently completing field tasks within one's level of competence, working on multidisciplinary teams, assessing own performance and implement self-correction, and accepting critical feedback as part of professional growth.
3. Complete the required field tasks while demonstrating professional behavior by:
  - Being in attendance with prompt arrival (see Attendance Policy on pages 27 – 28)
  - Demonstrating professional dress and demeanor in line with agency policy
  - Assertively asking for clarification when not knowing or expressing unmet learning needs
  - Using written, verbal, and electronic communication respectfully toward all people
  - Applying ethical standards of confidentiality, informed consent, culturally competent practice, and professional boundaries
  - Purchasing student liability insurance (see Student Liability Insurance on page 29)
  - Engaging in field tasks and not course work or personal activities during field hours
  - Abiding by transportation guidelines (see Vehicle and Transportation page 30)

- Accruing field hours during agency business hours (see Field Hours on pages 12 – 14)
  - Completing time logs in a punctual manner (see Time Logs on page 28)
  - Use problem solving skills to find solutions (See Problem Resolution Process on page 30)
4. In collaboration with the field instructor, identify learning tasks for the Field Learning Plan (see Field Learning Plan & Evaluation Form in Appendices A.4 & A.5)
  5. Prepare for professional supervision by creating an agenda, asking questions, and sharing new ideas
  6. Participate in the mid and final evaluations by completing Evaluation Form (see Field Learning Plans & Evaluation Forms in Appendices A.4 & A.5 ) and attend site visits
  7. Register with ADA and Testing Services at the university, if they have a diagnosed disability. Each student, who has a documented disability, is responsible for discussing accommodations with the field instructor.

### **Field Documentation Tools**

The MSW Field Program uses two documentation tools. The first tool is the Field Learning Plan & Evaluation Form. The second is the Time Log. Students and field instructors complete both tools in IPT.

#### **Field Learning Plan & Evaluation Form**

The Field Learning Plan is a written agreement or contract, which guides the learning process. The Field Learning Plan serves four functions. It is:

- A structured system used to identify field learning tasks for each competency and behavior
- An educational tool connecting field learning tasks with academic learning from the classroom
- An evaluation tool to evaluate student competence of the behaviors
- A catalyst for discussions during weekly supervision meetings

Field learning tasks should be commensurate with the purpose of the field experience. In other words, SOWK 5014 *Field Experience & Seminar I* and SOWK 5024 *Field Experience & Seminar II* should have field learning activities exemplifying generalist social work practice. SOWK 6014 *Field Experience & Seminar III* and SOWK 6024 *Field Experience & Seminar IV* should focus on learning activities related to clinical social work practice. Students and field instructors should review the definitions, competencies, and behaviors for each area of social work practice (for generalist practice see pages 6 – 8; for clinical social work practice see pages 9-11).

The Field Learning Plan offers students and field instructors the opportunity to select suggested field tasks or to develop additional field activities (see Appendices A.4 & A.5). Since each field agency has a unique mission, offers different programs, and serves diverse client populations, the learning tasks will vary. If needed, the MSW Field Director is available to assist with the development of field learning activities.

When extenuating circumstances, such as COVID-19, limit access to the field agency and work with clients, students may participate in alternative field learning tasks (see Appendix A.8). The learning activities must support the development of student competency related to the behaviors on the Field Learning Plan. The field instructor and MSW Field Director must approve the alternative learning activities.

Additional instructions for completing the Field Learning Plan are on the Field Learning Plan & Evaluation Form. The Field Learning Plan & Evaluation Form for SOWK 5014 *Field Experience & Seminar I* and SOWK 5024 *Field Experience & Seminar II* (the generalist field experience) is in Appendix A.4 and for SOWK 6014 *Field Experience & Seminar III* and SOWK 6024 *Field Experience & Seminar IV* (the clinical social work field experience) is in Appendix A.5.

### **Time Logs**

Students log their field hours on the time log in Intern Placement Tracking (IPT) system. Field instructors review the log and initial the student hours on a weekly basis. The MSW Field Director randomly checks the log throughout the duration of the field placement.

Several specific time requirements for all field experiences include the following.

- Student must follow the attendance policy.
- Students spend at least 50% of their time in face-to-face contact with client and constituencies such as supervisors, other professionals, colleagues, and community members.
- Field instructors and students meet for a minimum of one hour a week for face-to-face supervision.

**Attendance policy.** Students are to arrive at the agency on the agreed upon days and times and adhere to the attendance policies and procedures of the agency. In the event of an absence or tardy, a student must notify the field instructor in advance. Acceptable absences include illness, family crisis, or agency closure for holidays, religious observances, or inclement weather. Upon return from the absence, a student creates a plan for making up the missed hours, presents the plan to the field instructors, and asks the field instructors for approval of the plan.

In the case of an extended absence of more than 3 days or 16 consecutive hours, the student must inform their field instructor and the MSW Field Director. The Director consults with the field instructor and student in order to develop a Student Development Plan. The plan considers the educational integrity of the field experience and ensures the completion of the required field hours.

Failure to be in a field placement without proper notification to the field instructor and MSW Field Director or repeated, unacceptable absences or tardies may result in immediate dismissal from the field placement and the MSW Program. If the occasion warrants, the MSW Field Director may offer a remediation period by requiring a Student Development Plan (see MSW Student Handbook). At any point, the MSW Field Director may consult with the MSW Program Director.

If a student does not successfully complete the Student Development Plan, then a student may be at-risk for removal from the field placement, removal from the MSW Program, and receiving a failing grade in the field experience and seminar course.

**Tracking time in IPT.** Students are responsible for tracking their field hours. The following information identifies the hour and week time requirements for the generalist and clinical social work field experiences. Field hour requirements are available on pages 11 – 13.

### **Intern Placement Tracking System (IPT)**

The Intern Placement Tracking (IPT) system is a web-based software system designed to increase communication between the student, field instructor, and MSW Field Director. The MSW Program uses IPT for the student application to the field experience, student resume, the

coverage face sheet for professional liability insurance, time logs, and the Field Learning Plan and Evaluation Form. The MSW Field Director may answer questions about IPT.

### **Risk Management in Field Education**

The field agency is responsible for orienting the student to agency policies and procedures regarding crisis intervention, universal precautions, health care precautions, and ethical practice related to, but not limited to, informed consent, confidentiality, conflicts of interests, and respectful interactions with clients and colleagues. Risk management and safety trainings should occur during the orientation to the field agency and continue, as needed, throughout the field placement. If a formal, agency-based training is not available, the field instructor is responsible for providing the risk management training.

Students are responsible to ask about their role and responsibilities related to risk management and safety. Students should read agency policies related to risk management and ask their field instructors specific questions about what they should do to remain safe and engage in ethical practice. Prior to beginning field, students must submit a signed Acknowledgement of Risks in the Field Experience (see Appendix A.6).

If students feel threatened or experience harm at any time during the course of their field experience, students **must immediately report** the MSW Field Director and their field instructor.

### **Student Liability Insurance**

Students purchase their own professional liability insurance for students and submit a copy of the proof of insurance. Because of the time required for processing membership applications, the student should allow ample time to receive the proof of insurance. Once the students receive their coverage sheet showing proof of insurance, they upload the document in IPT.

### **Sexual Harassment Statement**

The MSW Program follows the Southeastern University Title IX statement related to sexual harassment. The university statement says:

Southeastern has a responsibility to respond quickly, equitably, and effectively when the university becomes aware of sexual misconduct and any other conduct that is motivated by sex, gender, or gender-expression that creates a hostile educational environment for Southeastern students. Southeastern is committed to prevention of all forms of sexual misconduct as well as the protection and rehabilitation of victims of such acts. Investigations of reported conduct must be impartial and reliable. Responses to reported conduct must adequately stop the behavior, prevent its recurrence, and address its effects. Southeastern University is committed to upholding Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681). The Statute is an all-encompassing federal law that prohibits discrimination on the basis of sex of students and employees of educational institutions that receive federal financial assistance.

Title IX reads:

“No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...” Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

For Southeastern’s full Sexual Misconduct Policy, please see [www.seu.edu/titleix](http://www.seu.edu/titleix)

## **Vehicle & Transportation**

The following vehicle and transportation policies cover students activities related to the field experience.

1. Students are responsible to provide their own transportation to and from the field agency.
2. At times, students may use their personal vehicle for agency related activities not involving clients; however, students should inquire about if and how the agency compensates them for using their personal vehicles for agency related business.
3. Students should not use their personal vehicle to transport clients until they:
  - a. Ask for an agency vehicle or if other staff members are available to transport clients. This solution is preferable to a student transporting clients in their personal vehicles.
  - b. If the field agency insists a student transports clients in a personal vehicle, then a student must immediately notify the MSW Field Director, check with their insurance carrier for coverage to transport clients, and submit a completed Exception to Client Transport form (see Appendix A.7) to the Director. Note: Students who are transporting clients are legally responsible, and insurance carriers may deny accident claims when they discover the student is acting as a "conveyance" for a business.
  - c. If the field agency insists a student transport clients in a personal vehicle and a student does not wish to do so, the student must immediately notify the MSW Field Director and submit a completed Exception to Client Transport form (see Appendix A.7) to the Director.

## **Problem Resolution Process**

Every field placement has challenges. Very few, if any, areas of social work practice are void of problems. When tensions emerge, the field instructor and student need an honest discussion about solutions. The goal is to seek solutions through a respectful problem solving process. The following protocol may be helpful.

1. Schedule a private meeting to discuss the situation.
2. Both sides should identify the problem using behavior specific language. Asking questions to clarify the problem is also important.
3. Identify personal strengths and resources available to resolve the problem.
4. Collaboratively generate possible solutions that build on current strengths.
5. Agree on a solution that will be tried by all parties and establish another meeting date to discuss progress.
6. Document your discussion.
7. Implement the solution.
8. Meet to discuss progress. If the solution is working, continue. If the solution is not working, discuss another alternative and try it.
9. Document your discussion.

If this process does not resolve the problem, the student and/or field instructor informs the MSW Field Director about the efforts to resolve the problem. The MSW Field Director will work with all parties in order to mediate the conflict. If the situation does not improve, then MSW Field Director makes a decision about the next steps.

Since each situation is unique, the MSW Field Director makes a decision about the next steps based on a case-by-case basis. However, the resulting actions may vary from remediation with a

Student Development Plan to dismissal from the program. The MSW Program Director is available to work with the MSW Director of Field to make and implement decisions.

### **Field Educational Resources, Supports & Trainings**

The MSW Field Director offers educational support to field instructors. This guidance occurs during the field orientation and training, continued dialogue throughout the semester, and site visits. In addition, the Director shares teaching techniques and tools.

#### **Continued Dialog**

The MSW Field Director is accessible by email, phone, and voicemail. The field instructors and students may contact the Director at any time. If the MSW Field Director is not available, field instructors and students may contact the MSW Program Director.

In order to stay connected with the field instructors, the MSW Field Director sends monthly emails. The shared information includes course assignments, supervision suggestions, teaching techniques, and general field reminders. The Director invites field instructors to contact her if they have any questions or problems.

#### **Field Orientation**

The MSW Field Director orients field instructors to the MSW Program during the initial agency visits. These visits occur when the Director is seeking to approve field agencies and instructors. During the visit, the Director shares the MSW Field Manual highlighting the requirements of the generalist and clinical social work placements.

#### **Field Training**

The MSW Field Director offers a field instructor training at the beginning of the generalist and clinical social work field experiences. The training is a face-to-face session on the university campus or an online training called *Training in a Box*. The field instructors may choose how they complete the training.

#### **Site Visits**

During the mid-evaluation site visits, the MSW Field Director offers educational ideas about how to help students demonstrate proficiency of the social work competencies and behaviors. If necessary, the Director makes additional visits to the agency and provides support to the field instructors and students.

#### **Teaching and Learning Tools**

Teaching and learning tools are available in Appendix C of the MSW Field Manual.

## Ending Field

Endings are just as important as beginnings. The orientation to field sets the framework for successful learning experiences. In turn, the ending of field should have an intentional plan with an evaluation of student performance and the field agency, instructor, MSW Field Program, and MSW Director of Field. The following section discusses four types of terminations from the field experience and describes the field evaluations.

### Termination

The following sections define the four types of endings to field experiences. Those are planned completion, extended completion, unplanned termination nonstudent-related, and unplanned termination student-related including missed opportunities.

#### Planned Completion

A planned completion occurs when a student successfully completes the field experience by demonstrating competency of the social work behaviors (see pages 34 – 35) and accumulating the required minimum number of hours (see pages 12 – 14). In this case, the student receives a passing grade for the course and continues to move through the curriculum toward graduation.

#### Extended Completion

An extended completion means the student needs to complete additional fieldwork, because the student is experiencing problems related to one or more of the following. The student does not demonstrate:

- Behaviors required by the Student Excellence Standards (see Appendix III.C)
- Competency of the social work behaviors (see pages 34 - 35)
- The required number of field hours (see pages 12 – 14)
- Consistent attendance due to a documented serious illness or emergency

If a field instructor or student believe one or more of the above conditions are present, please **immediately** notify the MSW Field Director. In these cases, the MSW Field Director, field instructor, and student create a Student Development Plan. The plan may include, but not be limited to, requiring the student to complete extra field hours, supplemental field tasks, or additional academic work related to the field placement. If the MSW Field Director chooses, the MSW Program Director is available to assist as needed.

If a student successfully completes the Student Development Plan, the student proceeds with the field experience until meeting all the requirements for a planned completion (see Ending Field, Planned Completion.)

If a student does not successfully complete the Student Development Plan, the MSW Field Director makes a decision about the next steps based on a case-by-case basis. However, the resulting actions may vary from remediation with another Student Development Plan to dismissal from the program. The MSW Program Director is available to work with the MSW Director of Field to make and implement decisions.

#### Unplanned Termination: Nonstudent-Related

An unplanned termination, which is nonstudent-related, happens when an unexpected situation occurs in the field agency. For example, a field agency may close a program due to lost funding, the field instructor may accept a new position, or a natural disaster disrupts the provision of agency services. Regardless of the precipitating event, the student has the right to complete the field experience without repercussion.



In these situations, the MSW Field Director talks with the field instructor, other agency representative, and/or the student then makes a decision about the next steps based on a case-by-case basis. The ultimate choice is to reassign the student to a different program or field instructor within the agency. When this reassignment is not possible, the MSW Field Director terminates the current placement and finds a new field agency and instructor for the student. The goal is to create a smooth transition whereby the student continues to progress through the field experience. The MSW Program Director is available to work with the MSW Field Director to make and implement decisions.

### **Unplanned Termination: Student-Related**

An unplanned student-related termination occurs when the student displays one or more of the following:

- Continues with unsatisfactory performance even though a Student Development Plan attempted to help the student remediate the problems.
- Displays grossly disruptive, unethical, or unprofessional behavior violating the *NASW Code of Ethics*, agency policies, and/or the Student Excellence Standards as noted in the MSW Student Handbook.
- Earns three missed opportunities during the field placement process or throughout the field experience

**Unsatisfactory, grossly disruptive, unethical, or unprofessional behavior.** The MSW Field Director in consultation with the MSW Program Director decides whether to attempt further remediation through Student Development Plans and/or proceed with removal of the student from the field placement. The outcome of removal from the placement is a failing grade for the field course and dismissal from the program.

**Missed opportunities.** Missed opportunities may be earned during the field placement process or while the field experience is occurring. A missed opportunity occurs when a student:

- Turns down an offer for an interview at an agency
- Is turned down by an agency following an interview
- Is turned down by an agency following the completion of additional screening criteria
- Refuses to accept a placement offer with an agency
- Engages in unprofessional behavior whereby the agency requests a student be removed from placement for any of the following reasons:
  - Unsatisfactory performance
  - Poor attendance
  - Failure to adhere to agency policies
  - Unprofessional, unethical behavior

If a student has one or two “missed opportunities,” the student maybe placed on a Student Development Plan. Any “missed opportunity” for securing a timely field placement may delay the progression through the MSW course sequence and result in a delayed graduation date. Likewise, a missed opportunity during the field experience may result in a delay of graduation.

***The maximum number of “missed opportunities” permitted is three.*** After the third “missed opportunity,” one of the following may occur:

- A current student maybe immediately removed from the field placement and dismissed from the social work program
- An incoming student maybe denied admission into the program

## Evaluation

Evaluation serves two purposes. First, it offers assessment of student mastery of the social work competencies and behaviors. Second, it offers data for program evaluation. In turn, evaluation data based on student learning and program outcomes enables the program to make curricular revisions. This section describes the assessment of student learning and gives an overview of the program evaluation plan.

### Evaluation of Student Learning

Evaluation of student learning is necessary for professional development of the student and for program renewal. This section describes the evaluation tool and process used for the assessment of student learning and provides an overview of how student grades are given.

#### Evaluation Tool

The Field Learning Plan & Evaluation Form contains a place for students to self-assess their mastery of the social work behaviors and for field instructors to assess student proficiency of the same behaviors. The Field Learning Plan & Evaluation Form for SOWK 5014 *Field Experience & Seminar I* and SOWK 5024 *Field Experience & Seminar II* (the generalist field experience) is in Appendix A.4 and for SOWK 6014 *Field Experience & Seminar III* and SOWK 6024 *Field Experience & Seminar IV* (the clinical social work field experience) is in Appendix A.5. Additional instructions for completing the Field Learning Plan are on the Field Learning Plan & Evaluation Form and the evaluation process is below.

#### Site Visits

The purpose of the site visit is for the MSW Field Director, field instructor, and student to review the evaluation of student learning. Discussion also focuses on the ability of the field agency to offer appropriate field learning tasks. A site visit may be a face-to-face meeting in the field agency, a phone conference, or an online video conferencing session.

The MSW Field Director makes one site visit during the generalist social work field experience (SOWK 5014 and SOWK 5024). Since the generalist placement occurs during the summer months, the first or mid-evaluation site visit typically occurs in at the end of Summer Term A toward the end of June or beginning of July. The final evaluation of student learning may occur via a face-to-face visit, phone call, online video conferencing, or email.

Likewise, the MSW Field Director completes one site visit per semester during the clinical social work field experience (SOWK 6014 and SOWK 6024). Since the clinical placement occurs during the fall and spring semesters, the mid-evaluation site visit typically occurs during Weeks 7 through 10 of each semester. The final evaluation of student learning may occur via a face-to-face visit, phone call, online video conferencing, or email.

In some circumstances, the MSW Field Director may believe additional site visits are necessary. The field instructor or student may also request supplementary site visits. The purpose for these visits is to offer support for the professional development of the student.

#### Evaluation Process

Prior to site visits by the MSW Field Director, the students complete a self-assessment of their learning and field instructors evaluate student performance. They use a 1 – 5 scale to rate student mastery of the social work behaviors. An assessment rubric defines each number of the scale as:

- A “1” represents insufficient competency of a behavior.
- A “2” represents developing competency of a behavior.
- A “3” represents standard competency of a behavior.

- A “4” represents advanced competency of a behavior.
- A “5” represents mastered competency of a behavior.

The field instructors and students record their assessment scores on the Field Learning Plan & Evaluation Form in IPT. In addition, students and field instructors should note the overall progress, strengths, and areas for professional growth. During the site visit, the MSW Field Director reviews student progress by listening to the field instructors and students report on their scores and observations. Specific instructions for completing the evaluation form and a detailed assessment rubric are in the Field Learning Plan & Evaluation Forms in Appendices A.4 & A.5.

### **Grades**

All the field experience and seminar courses receive letter grades. The final grade is the average of the final evaluation on the Field Learning Plan and the grade for all the assignments in the seminar class. In other words, 50% of the course grade is from the final field evaluation and 50% is from the field seminar assignments. The grading formula is in the field instruction and seminar syllabi.

If students are in an extended field placement (see page 32), they will receive an incomplete grade. The students have six weeks after the end of the semester to complete the extended field experience. When it is complete, the MSW Field Director submits the course grade to the Registrar Office.

## **Evaluation of Field Learning Team**

The MSW Program gathers program evaluation data based on the survey data collected from the members of the field learning team. In turn, evaluation data enables the program to engage in program renewal by making data based curriculum revisions. This section describes how evaluation of the field agency, field instructors, MSW Field Director, and MSW field program.

### **Evaluation of Field Agency, Field Instructor & Task Supervisor**

At the completion of the clinical social work field experience, the students complete a survey of the field agency, field instructor, and, if applicable, the task supervisor. Likert scaled items and open-ended questions seek student feedback about their experience in the field program. The aggregated data from the surveys serves two purposes. First, the data informs the future revisions to the MSW Field Program. Second, the MSW Field Instructor uses the data along with observations during field site visits to renew or discontinue approval of the field agencies and instructors.

### **Evaluation of MSW Field Director & MSW Field Program**

At the completion of the clinical social work field experience, the students complete a survey of the field program and MSW Field Director. Likert scaled items and open-ended questions seek student feedback about their experience in the field program. After aggregated data from the surveys informs the MSW Field Program renewal process. In other words, the MSW Field Director reviews the results and considers changes to the MSW Field Program.

## Appendix A – Field Forms

Note: Appendix A contains the field forms used throughout the field experience.

## Appendix A.1 - Field Application

### MSW Field Experience: General Information

Note to Applicant: Completion of the MSW Field Application occurs in the Internship Placement Tracking (IPT) system. Please read the general information about your field experience prior to completing the field application in IPT.

The field application assists the Field Director in matching students to field placement sites. Although the application asks for detailed information about your field placement preferences, we cannot guarantee meeting all of your requests. Since students work in the field agencies during their hours of operation, evening and weekend field hours are typically not available. In the end, the Field Director places each student based on the best fit between educational needs, professional interests, and field agency and instructor availability.

In preparation for your placement in a field agency, the application asks for information related to the following commitments to practice:

- Within the guidelines of the National Association of Social Workers (NASW) *Code of Ethics*.
- With professional behaviors when interacting with your peers, faculty, university staff, field instructors, field agency employees, and clients.
- The *Student Excellence Standards* as noted in the MSW Student Handbook.

Our social work programs require ethical social work practice guided by the NASW *Code of Ethics*. Students are responsible for applying the ethical standards during their field placements, in classroom settings, and through all online, in person, and written communications. In addition, students must demonstrate professional behaviors outlined in the *Student Excellence Standards* of the social work student handbooks. Therefore, ethical and professional behaviors must be present in all interactions with students, faculty, university staff, field instructors, field agency employees, and clients.

Most field agencies require students to complete **background checks**, such as law enforcement finger printing, driving records, and criminal record checks. Some agencies may also require **screenings**, such as medical exams, substance abuse testing, TB screening, and other health care prerequisites. Students are responsible for making appointments to complete any required background checks and screenings. In most situations, the expense for the background checks and screenings is the responsibility of the student.

If at least one concern appears on your background checks or screenings, it may hinder your ability to obtain a field placement. Concerns appearing on the background checks may include but not be limited to adjudication or conviction of a crime, court orders to register as a sex offender, or suspension or revocation of a government-issued license or certificate. Concerns related to the health screenings may include but not be limited to a failed TB or substance abuse test. If one or more of these concerns may appear on your background checks or screenings, immediately discuss the situation with your Field Director. In order to help the Field Director find the best possible field placement, students may also self-disclose concerns on the field application.

Advanced planning is necessary for a successful field learning experience. In order to log the required number of hours over the entire semester, students are responsible for balancing their schedule. Additionally, students complete at least 50% of their field hours includes direct contact with clients.

The Council on Social Work Education (CSWE) sets the minimum number of field hours required for each type of social work field experience. The following table offers an **estimate** of the number of hours per week in the MSW generalist field placement and MSW clinical social work field placement.

Field Education Experience	Semesters	Total # of Hours in Field Agency	Approximate # of Hours per Week	Total # of Weeks in Field Agency
MSW Generalist Year	Summer (Sessions 1+2)	400	25 hours a week	16 weeks
MSW Clinical Year	Fall & Spring	500	17–18 hours a week	30 weeks

I certify the information given in this application is accurate and complete to the best of my knowledge. I understand that falsification or withholding of information will be sufficient grounds for refusal to consider my field application and/or may cause a delay in the field placement process. The MSW Program, Department of Social Work at Southeastern University cannot guarantee a field placement or subsequent degree completion for students who do not pass background checks or other required screenings.

**Applicant Name (Print):** \_\_\_\_\_  
**Applicant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### MSW Field Application Process

In order to begin your field placement process, you must complete a MSW field application. In order to do so, complete the following steps.

1. Contact the administrative assistant for the Department of Social Work. She will give you information about how to set up your Internship Placement Tracking (IPT) account. Her contact information is:  
 Alicia Passavage, Administrative Assistant  
 Southeastern University, Department of Social Work  
 Buena Vida East, Room M10  
 Email: [apassavage@seu.edu](mailto:apassavage@seu.edu)  
 Phone: 863- 667-5000
2. Complete your online **field application** in IPT.
3. Upload a current **resume** in IPT. Resumes should include paid work experience, volunteer experience, previous field placements, internships, and other pertinent training or skills. Include your SEU email on the resume.
4. Complete the **Acknowledgement and Release Statements** in IPT.
5. Complete the **Field Application Agreement** in IPT.
6. Complete the **Signed Statement of Understanding** in IPT.
7. If you would like to request an Employed Field Placement, complete the **Request for an Employed Field Placement** form. If you are not requesting an employment field placement, you may skip this step.

8. Save a copy of your application for your files.
9. Upon submission of the above documents, the MSW Field Director will contact you regarding a field meeting with her. Her contact information is:  
 Jackie Bryan, MSW, LCSW, MSW Field Director  
 Southeastern University, Department of Social Work  
 Buena Vida East, Room 50  
 Email: [jkbryan@seu.edu](mailto:jkbryan@seu.edu)  
 Phone: [863-667-5658](tel:863-667-5658)

For additional assistance or questions, please contact the administrative assistant or MSW Field Director.

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### MSW Field Application

**Name (Last, First)** \_\_\_\_\_ **SEU ID#** \_\_\_\_\_

**Field Education Placement** (Check the field experience you will be completing.)

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | MSW Generalist Social Work (Field in Summer Sessions 1 & 2) |
| <input type="checkbox"/> | MSW Clinical Social Work (Field in Fall and Spring)         |

### Personal Information

Address: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_  
 Southeastern University email: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

### Name of Person to Contact in Case of Emergency (Preferably closest relative or friend)

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_  
 Emergency Phone Number: \_\_\_\_\_  
 \_\_\_\_\_

### Education History

Undergraduate institution: \_\_\_\_\_  
 Year of graduation \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

### Medical Data

Are you covered by a health insurance policy?  Yes  No

Are you physically and mentally capable of safely performing and fulfilling the requirements of the Field Program for which you are applying, with or without accommodation?  Yes  No

If you are a person with a disability, please identify any accommodations needed to enable you to perform course and fieldwork. The Director of Field will contact you to discuss further if necessary.

### Background History

The MSW Program cannot guarantee a field placement or subsequent degree completion for students who do not pass background checks or screenings. Alternatively, answering an affirmative response to the following questions does not prohibit a student from securing a field placement. If you answer yes, the Director of Field will contact you to discuss further.

Have you ever been arrested or convicted of a misdemeanor or felony?  Yes  No

Have you ever had adjudication withheld on a misdemeanor or a felony charge?  Yes  No

**Transportation**

Students are responsible for providing their own travel to and from field placement.

Do you have a car to drive to your placement?  Yes  No

Do you have a valid driver's license?  Yes  No

Do you have current automobile liability insurance?  Yes  No

If you do not have a car, what arrangements will you make to ensure that you can report to your field agency on a consistent, professional basis?

**Language Skills**

Note languages spoken other than English.

Language spoken	Rate verbal and written fluency on a scale of 1-5	Can you conduct interviews and assessments?	Can you write reports?
	Verbal ____ Written ____	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Verbal ____ Written ____	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

**Current Employment and/or Employment during the Field Placement**

Note: Evening (after 5pm) and weekend placements are extremely limited; therefore, evening and weekend field placements are rarely available. The MSW Program is under no obligation to provide employed placements.

Are you employed?  Yes  No

If so, who is your employer? \_\_\_\_\_

What is your current position title? \_\_\_\_\_

When do you work in an average workweek? \_\_\_\_\_

Considering your regular workweek (M- F, 9-5), describe how you plan to schedule your field hours each week. Please estimate approximate start and stop times each day. The MSW Generalist Social Work placement requires about 25 hours per week. The MSW Clinical Social Work placement requires about 17 – 18 hours per week.

- Mon. \_\_\_\_\_
- Tues. \_\_\_\_\_
- Wed. \_\_\_\_\_
- Thur. \_\_\_\_\_
- Fri. \_\_\_\_\_

**Professional Experience**



List human or social service experience. Start with the most recent experience, including volunteer, work, previous field placements, internships, and employment.

Organization or Agency	City, State, Country	Start and finish dates	Hours per week	Status: Volunteer, Field Student, Intern, Employee

**Field Placement Interest**

Identify the age/developmental stage of all client groups in which you are most interested:

- Infants/preschool       Elementary age       Adolescents/transitioning youth  
 Young & middle age adults       Aging adults

Identify settings of interest: List first, second and third choices for types of social work that interest you most. If you are equally interested in two or more particular areas, it is acceptable to have them all identified equally. For example, you could have three areas that are number one choices. Note: Some agencies may only accept generalist or clinical MSW students. Depending on the availability of field agencies and instructors, a field placement in your priority areas may not be possible.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Aging services          | <input type="checkbox"/> Child Welfare              | <input type="checkbox"/> Community action   |
| <input type="checkbox"/> Corrections             | <input type="checkbox"/> Developmental disabilities | <input type="checkbox"/> Domestic violence  |
| <input type="checkbox"/> Health care/medical     | <input type="checkbox"/> HIV/AIDS                   | <input type="checkbox"/> Homelessness       |
| <input type="checkbox"/> Hospice/palliative care | <input type="checkbox"/> Immigration/migrants       | <input type="checkbox"/> Juvenile justice   |
| <input type="checkbox"/> Mental health           | <input type="checkbox"/> Military/veterans          | <input type="checkbox"/> School social work |
| <input type="checkbox"/> Substance abuse         |   |   |

**County preferred** (Allow for travel time of up to 45 minutes)

- |                                  |                                       |                                       |
|----------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Hardee  | <input type="checkbox"/> Highlands    | <input type="checkbox"/> Hillsborough |
| <input type="checkbox"/> Osceola | <input type="checkbox"/> Orange       | <input type="checkbox"/> Pinellas     |
| <input type="checkbox"/> Polk    | <input type="checkbox"/> Other: _____ |                                       |

**Conflict of Interest**

Examples may be you or a family member may receive services at an agency where SEU places students or you personally know the owner of the group home, which is a field agency.

Do you anticipate any conflicts of interest with regard to field placements? Please explain.

**Narrative Questions**

In order to help make your learning experience in the field as meaningful and productive as possible, please provide a narrative concerning the items below. Please limit your answers to 4-5 meaningful sentences for each area.

**Interest in Social Work**

Discuss your interest in the profession of social work.

**Social Work Career Goals**

Describe the client population and type of agency in which you plan to work when you graduate from this program.

**Self-Awareness**

Discuss what you know about yourself, particularly areas of strength as well as those needing growth and development.

**Special Interests**

Examples include: (a) Worked with homeless; (b) Volunteered with rebuilding efforts after a hurricane; (c) Participated in Spanish language immersion program in Honduras. Describe any special interests, skills or life experiences you have had that would contribute to your field experience.

**Challenging Situations/Thriving Situations**

Discuss client situations that you believe would be most challenging for you, possibly due to personal conflicts, past trauma, or differing work styles. Discuss agency/client situations in which you believe you would most thrive.

**History or Special Circumstances**

Please explain any personal, family, health/mental health issues of concern that might affect your ability to fulfill requirements at the agency or client population you will be serving. Describe any accommodations you may need.

**Special Consideration**

If there are any additional considerations, please indicate them here.



**MSW Field Acknowledgement and Release Statements**

**Consent, Assumption of Risk, and Release**

\_\_\_\_\_ (Student's name) hereby apply to participate in the **Southeastern University Department of Social Work Field Program**. I am acquainted with the various risks of serious personal injury or death to myself and others and the significant risk of personal property damage or destruction, and hereby assume all risks and consequences associated with or arising in connection with such participation. I hereby agree to indemnify and hold harmless Southeastern University Inc. (Lakeland, Florida), its employees and students and all organizations involved in the coordination, hosting, staffing and contribution of equipment and supplies to or from the Social Work Field Education Program, and their agents, servants and employees from and against any and all claims, damages, actions, liability and expenses in connection with loss of life, personal injury and/or damage to property arising out of my participation in the above-referenced activity.

**I have read this consent, assumption of risk, and release. I understand and fully agree to its contents.**

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

OR

\_\_\_\_\_  
Signature of Parent, if Date  
Student is Under the Age of

18

\_\_\_\_\_  
Print Name

**Approval of Field Placements**

I \_\_\_\_\_, understand all field placements must be approved by the Field Director of my Social Work Program (BSW or MSW) prior to starting my field placement and accruing any hours toward the field education requirements. I also understand that students are prohibited from

contacting any agency regarding a placement or the agency is automatically disqualified as a possible field site. I am aware that I must submit a signed **Placement Confirmation Form** to the BSW or MSW Field Director prior to starting my field placement and that hours will not be counted toward the field education requirements until this form is submitted. I further understand that the Field Director cannot guarantee that I complete my field education experience at any particular agency or site.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

### Authorization for Release of Information

I authorize the Southeastern University Department of Social Work to release information about me that is included on and as a part of this field education application to a potential field placement agency if necessary for the purpose of educational/field placement planning.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

### MSW Field Orientation

I understand the MSW Field Orientation will be held prior to the semester that the student is to begin the field placement. Attendance at the MSW Field Orientation is **MANDATORY**. I understand that MSW students *must* attend Field Orientation. I further understand that as an MSW student, if I am unable to attend MSW Field Orientation due to an excused absence (hospitalization, death in the family, etc.), I must contact the Director of Field in advance and schedule a meeting with the Director of Field **before** I start my field placement. Any hours completed without attending the MSW Field Orientation will not be counted as field hours.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

### Disability/Special Needs

The SEU Department of Social Work requests that students with special needs disclose their need for accommodations to field faculty and register with the SEU Academic and Auxiliary Services so reasonable accommodations can be made. Students are advised that non-disclosure of conditions that may influence students' ability to meet academic and field education requirements may result in difficulty securing a field placement. Disclosure allows faculty to engage in an interactive process with the student to determine reasonable accommodations or modifications. Please review the Department of Social Work Student Excellence Standards that establish the essential qualifications required for safe and competent performance of the duties and skills needed in the social work profession.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

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## MSW Field Application Agreement

The following statements are in accordance with the Southeastern University Department of Social Work policies and procedures. For detailed information, please refer to the MSW Field Manual. *Please read statement carefully and provide initials to acknowledge acceptance.*

I verify that the information provided in the application is, to the best of my knowledge, true and accurate. I acknowledge that any misrepresentations or omissions on my part may affect my eligibility for field placement in the upcoming academic year, and thus, the corresponding social work courses, or may result in a delay in graduation or termination from the program. I understand that failure to comply with field placement procedures may result in a delay in field assignment or disenrollment from field placement.\_\_\_\_\_

I understand that the Department of Social Work and the sites that accept students for field placements work closely together to provide me with an opportunity to meet the learning objectives of the field education courses in which I enroll and then to evaluate my progress toward meeting them. To this end, field education staff, field instructors, and faculty may share information about my work at the field site and I authorize such exchange of information about my work and me. \_\_\_\_\_

I will inform the Department of Social Work if I have a potential dual relationship with person(s) in any of the assigned agencies, and agree to be placed in a new agency. Examples of dual relationships include a personal relationship with someone at the agency, whether friend, relative, or client. \_\_\_\_\_

I acknowledge that I have read the National Association of Social Workers (NASW) Code of Ethics ([www.socialworkers.org](http://www.socialworkers.org)) and verify that I will abide by them in professional practice. This includes demonstrating competence; acknowledging dignity; displaying integrity; demonstrating the importance of human relationships; providing service; and advocating for social justice. Failure to comply with these integral principles of the profession may result in non-eligibility for field placement and thus, the social work degree. \_\_\_\_\_

I agree that my responsibilities in my field student role as per the policies and procedures of the Southeastern University Department of Social Work, and will maintain professional conduct at all times. I acknowledge that the Department of Social Work has a field placement termination policy and procedure. Among other reasons, a field agency has the right to terminate a field student if a situation occurs in which the client's well-being and safety are at risk because of a field student's actions. If termination occurs, I will participate in termination procedures in a professional manner, as designated by the Department of Social Work and as expected by the agency. I understand that, should I terminate or be terminated prematurely due to my own actions, the Department of Social Work may not be able to locate another suitable field agency for me, therefore my field placement may be delayed at least one year. \_\_\_\_\_

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

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**Signed Statement of Understanding  
of the Policies & Guidelines in the MSW Field Manual**

I, \_\_\_\_\_ (print name) certify that I have read, understand and agree to comply with the Southeastern University and Department of Social Work policies and guidelines in the MSW Field Manual and MSW Student Handbook:

\_\_\_\_\_

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

\_\_\_\_\_  
Date

## Appendix A.2 - Field Placement Confirmation Form

Note to Applicant: Completion of the Field Placement Confirmation Form occurs in the Internship Placement Tracking (IPT) system.

### Student Information

Name \_\_\_\_\_  
SEU Email \_\_\_\_\_  
Phone Number \_\_\_\_\_

**Status**    MSW Generalist    MSW Clinical

### Agency information

Agency Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone Number \_\_\_\_\_ Program/Field Site \_\_\_\_\_  
Field Instructor \_\_\_\_\_  
Email Address \_\_\_\_\_ Phone Number \_\_\_\_\_  
Task \_\_\_\_\_  
Supervisor \_\_\_\_\_  
Email Address \_\_\_\_\_ Phone Number \_\_\_\_\_

### Pre-Placement Requirements

Field Instructor/ Human Resource Representative will list all criteria that must be completed by the student prior to placement such as (drug screen, fingerprint, online training, etc.). Please include details such as locations, cost, and deadlines for the criteria required below (or you can attach a list of requirements that your office already uses.).

### Signatures

The signature below confirm that the student and field instructor agree upon a field placement at the above agency and that the field instructor can provide a minimum of one hours of supervision per week.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Field Instructor Signature**

\_\_\_\_\_  
**Date**

**THIS FORM MUST BE SUBMITTED TO THE FIELD DIRECTOR PRIOR TO THE BEGINNING OF THE FIELD PLACEMENT IN ORDER FOR ALL FIELD HOURS TO COUNT**

FOR OFFICE USE ONLY:

Date Received: \_\_\_\_\_  
Signature of Field Coordinator: \_\_\_\_\_

AA: \_\_\_\_\_

**IPT**

## **Appendix A.3.a - Employment-based MSW Field Placement Agreement & Proposal**

### **Employment-based MSW Field Agreement**

To ensure the role of student as learner, the field tasks and field education supervision must be different from those of employment. In other words, the academic learning tasks related to the field experience must differ from employment activities as stated in a job description. The employment supervisor must not be the same person as the field instructor. Therefore, a student in an approved employment-based placement may have to invest additional time in order to demonstrate competency of social work knowledge, values, and skills.

The Council on Social Work Education (CSWE) requires accredited social work programs to ensure employment-based placements focus on the academic learning of field education. As such, the MSW Program in accordance with CSWE accreditation standards uses the following employment-based criteria and application process. These guidelines apply to new jobs as well as to existing employment.

For an approval of an employment-based field placement, the following the field agency, employing supervisor, field instructor, MSW Field Director, and student must agree to the following criteria.

1. Educational Learning Focus: The focus of the field experience must be educational rather than on the needs of the agency and current job description of the student.
2. Field Agency: The employing agency must meet the same requirements as an approved MSW field agency.
3. Field Instructor: The current employment supervisor and the MSW field instructor must be different individuals. A professional social worker, who will be supervising the field experience, must meet the same requirements as an approved MSW field instructor.
4. Employment vs. Field Tasks: The field learning tasks must be new and different from the employment activities. In other words, the student must have opportunities to work with a new population, utilize a new treatment methodology, or work in a new field of practice. The field tasks must also provide an opportunity for the student to demonstrate competency of the behaviors in the appropriate curriculum, either generalist or clinical social work practice, as identified in the Field Learning Plan & Evaluation Form.
5. Professional Behavior: A student must demonstrate commendable academic and professional behavior as noted in the Student Excellence Standards (see Appendix E).

If the proposed employment-based agency meets the above criteria, and all parties agree to make every effort to reduce potential placement problems, the student submits this employment-based MSW Field Placement Agreement & Proposal form to the MSW Field Director.

### **Employment-based MSW Field Proposal**

The purpose of this proposal is to provide the MSW Field Director with evidence showing the field agency, employment supervisor, field instructor, and field tasks meet the criteria for an employment-based MSW placement.

In order to process the request, the student submits a completed agreement-proposal to the MSW Field Director no later than 30 days prior to the start of the semester. Proposals submitted less than 30 days prior to the beginning of the semester are generally not accepted. Submission of an application for an employment-based field experience does not constitute an automatic approval of the placement.

In some circumstances, the MSW Field Director may ask to meet with the student, employment supervisor, and potential field instructor. After which, the MSW Field Director approves or denies

the proposal, then notifies your MSW field instructor and student as soon as possible.

**~ The student completes this section. ~**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Field Placement  Generalist MSW Field  Clinical Social Work Field Experience Experience

Agency Name \_\_\_\_\_

Agency Address \_\_\_\_\_

Agency Phone \_\_\_\_\_ Agency Fax \_\_\_\_\_

MSW Field Instructor Name \_\_\_\_\_

Field Instructor Phone \_\_\_\_\_ Field Instructor Email \_\_\_\_\_

Task Supervisor Name (if assigned) \_\_\_\_\_

Task Supervisor Phone \_\_\_\_\_ Task Supervisor Email \_\_\_\_\_

Agency Hire Date and Positions Held \_\_\_\_\_

Current Position Title \_\_\_\_\_

Start Date in Current Position \_\_\_\_\_

Current Employment Supervisor Name \_\_\_\_\_

Current Position Responsibilities and Tasks (*attach a copy of the job description to this form*):

**~ The employment supervisor, field instructor and student collaboratively complete this section. ~**

List both, employment and field learning roles and activities that capture the difference between the two roles. The roles can differ in tasks, population, treatment methodology or location.

Even if the student's employment is a new experience, the student will still need to describe how the two roles are different and provide a tentative schedule of when the student will serve in each role.

It is at the discretion of the employment supervisor to approve when field placement hours will occur.

Employment Based Role/Activities	Field Placement Role/Activities

Tentative Schedule:						
M:	T:	W.	TH.	F:	Sat:	Sun:



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**~ Acknowledgement Section ~**

Our signatures indicate an understanding of the criteria established for the employment-based MSW field placement. We also agree the learning tasks identified in the Field Learning Plan will guide the field practicum experience.

We also acknowledge the submission of this employment-based field proposal does not guarantee approval of the proposed placement. The MSW Field Director has the right to approve or deny a proposal.

The student submits the completed form to the MSW Field Director.

_____ MSW Field Instructor Signature	_____ Date
_____ Task Supervisor Signature (if applicable)	_____ Date
_____ Employment Supervisor Signature	_____ Date
_____ Agency Director Signature (optional)	_____ Date
_____ Student Signature	_____ Date



## Appendix A.3.b - Clinical MSW Field Placement Stipend Agreement

Student	Field Instructor	Agency

A student may receive a stipend during a field placement. In these situations, the field agency offers the student a paid field internship with payment commencing at the beginning of the field experience and ending when the field experience stops. The agency provides the MSW Field Director and student with a written description of the learning tasks and specifically acknowledges the academic nature of the field internship. The field tasks must be new learning experiences for the student and help the student demonstrate competency of the behaviors in the Field Learning Plan. The field instructor and agency supervisor may be the same individual; however, the MSW Field Director must approve the field instructor and agency based on requirements set forth in this MSW Field Manual.

### Criteria

1. Payment begins at the start of the field experience and ends when the field experience is finished.

**Please provide that timeline in the box provided.**

Beginning Date	Stop Date

2. Written description of the learning tasks. The field tasks MUST be new learning experiences for the student and help demonstrate competency of the behaviors.

**Please provide the learning tasks in the box below.**

Learning Tasks
<b>Example:</b> Field Learning Task #1: Complete bio-psycho-social-cultural-spiritual assessments with birth mothers and families seeking to adopt. Assessments include the strengths and challenges of birth mothers and families seeking adoption. (Competencies 1, 2, 6 & 7)

3. The MSW field instructor is approved and has completed the Field Instructor Form and Training. Please provided the date you received the Field Instructor Training below:

<b>Training Date:</b>	
-----------------------	--

### ~ Acknowledgement Section ~

Our signatures indicate an understanding of the criteria established for the Stipend-based MSW field placement. We also agree the learning tasks identified in the Field

Learning Plan will guide the field practicum experience. Moreover, that the focus of the field experience must be educational rather than on the needs of the agency and current job description of the student.

_____ MSW Field Instructor Signature	_____ Date
_____ Task Supervisor Signature (if applicable)	_____ Date
_____ Employment Supervisor Signature	_____ Date
_____ Student Signature	_____ Date

## Appendix A.4 - Field Learning Plan & Evaluation Form – Generalist Social Work Field

Southeastern University – MSW Program  
SOWK 5014 *Social Work Field Experience & Seminar I*  
SOWK 5024 *Social Work Field Experience & Seminar II*

### MSW Field Learning Plan & Evaluation Form Generalist Social Work Curriculum

#### Responsible Parties

Student	_____	Field Agency	_____
Director of Field	_____	Field Faculty	_____
MSW Field Instructor	_____	Task Supervisor	_____

#### Beginning & Ending Dates, Field Hours

Note the beginning and ending dates of the field course you are evaluating. Include the total number of hours accumulated at the end of each course.

SOWK 5014 – Field I	Beginning date _____	Ending date _____	Total # of hours _____
SOWK 5024 – Field II	Beginning date _____	Ending date _____	Total # of hours _____

#### Purpose

The Field Learning Plan is a written agreement or contract, which guides the learning process. The Field Learning Plan serves four functions. It is:

- A structured system used to identify field learning tasks for each competency and behavior
- An educational tool connecting field learning tasks with academic learning from the classroom
- An evaluation tool to evaluate student competence of the behaviors
- A catalyst for discussions during weekly supervision meetings

#### Instructions for the Field Learning Plan

During the student orientation to field and throughout the concurrent field seminar class, students review all the social work competencies and behaviors. They are the experts in articulating the meaning of the competencies and behaviors as they relate to generalist social work practice. Since the students have completed the required generalist social work classes prior to this field experience, they are able to define generalist social work practice.

In order to learn how to apply generalist social work practice in an agency setting, students assume the role of a directed-learner. In other words, the expectation is for students to actively seek learning experiences and ask questions for clarification. Students should do so by planning a supervision agenda based on their Field Learning Plan.

The MSW field instructors are the experts in generalist social work practice within their agencies. They contribute their practice knowledge by collaboratively helping students identify the learning tasks for their field experience. The role of the field instructors is an educator. Field teaching techniques include asking the student to observe clinical social work practice then co-facilitate and eventually engage in self-directed practice on their own. Supervision discussions are more beneficial after the field instructors have been able to observe the students in practice.

The MSW Field Director is available to assist throughout the entire process.

Specific instructions for the completion of the Field Learning Plan are as follows.

1. Students are responsible for completing the sections called Responsible Parties, Beginning & Ending Dates, and Field Hours.
2. Students, with the assistance of their field instructors, identify at least two field tasks (check two, check one and add one, or add two).
3. Students and MSW field instructors submit the Field Learning Plan in IPT by the due date in the syllabus.

### **Instructions for the Mid-Evaluation**

Informal evaluation of student performance should occur throughout the field experience. Students benefit from observing professionals perform tasks then applying what they have seen. Afterwards, students continue their learning by receiving strengths-based feedback from field instructors and task supervisors. These informal discussions are more beneficial when used in conjunction with the Field Learning Plan.

Formal evaluation considers how the students are performing generalist social work tasks. The evaluation rubric defines levels of performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence of the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence. An N/A suggests the students did not have significant opportunity to complete the learning tasks.

The process for completing the mid-evaluation is:

1. Field instructors complete their evaluation and enter their scores in the field instructor column of the mid-evaluation.
2. Field instructors share their evaluation with the students prior to the mid-evaluation site visit.
3. Field instructors and students share the mid-term evaluation with the Field Director at the mid-evaluation site visit.

If students receive a N/A, 1, or 2, then the student and field instructor must create a plan to engage in appropriate field learning tasks prior to the final evaluation. If the situation warrants, the Field Director may collaboratively work with student and field instructor to create a Student Development Plan.

Since the mid-evaluation is a time to discuss the student strengths and ways to improve, no grade assignment occurs at this time.

If students receive a N/A, 1, or 2, then the student and field instructor must create a plan to engage in appropriate field learning tasks prior to the final evaluation. If the situation warrants, the Field Director may collaboratively work with student and Field Instructor to create a Student Development Plan.

Since the mid-evaluation is a time to discuss the student strengths and ways to improve, no grade assignment occurs at this time.

### Instructions for the Final Evaluation & Final Evaluation Grading Scale

Formal evaluation occurs by assessing student performance toward the end of each semester. The evaluation considers how the students are performing learning tasks as an entry-level clinical social work practitioner. The evaluation rubric defines levels of performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence of the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence.

The process for completing the final evaluation is:

1. Students complete their self-evaluation and enter their scores in the student column of the final evaluation.
2. Field Instructors complete their evaluation and enter their scores in the field instructor column of the final evaluation.
3. Field Instructors share their evaluation with the students prior to the final evaluation. The Field Director will approve the final evaluation using one of the following: face-to-face site visit, phone conference, online video conferencing, or email confirmation.

The expectation is for students to receive a majority of 3s and 4s on the final evaluation. If earned, a score of 5 may be given. If a 1, 2, or N/A is given, the average score of all behaviors is lower than 3.0, or the number of required field hours is not met, then the Field Director meets with the Field Instructor and student to determine the next steps. Decisions may include, but not be limited to, a failing grade for the course or the implementation of a Student Development Plan.

The course grade is the average of the final evaluation on the Field Learning Plan and the grade for all the assignments in the seminar class. In other words, 50% of the course grade is from the final field evaluation and 50% is from the field seminar assignments. The following table shows how to calculate the final grade for the course.

### Evaluation Rubric

The evaluation rubric used to evaluate student performance follows.

Scale	Performance Measure	Description	Definition
5	Mastered Competence	The student shows exceptional performance and innovative application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Mastered: "somebody highly skilled at something." Mastered Competence is the demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Advanced Competence	The student shows advanced application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Advanced: "surpasses competent in one or more ways." Advanced Competence is the demonstration of knowledge, values, and skills where all components of the practice behavior are included.

3	Standard Competence	The student shows competent application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Standard Competence: "having enough skill or ability to do something well." Standard Competence is the demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Developing Competence	The student shows beginning application of the knowledge, skills, or dispositions related to the performance of generalist social work practice behavior.	Developing: "failing to reach an expected or required level or standard." Developing Competence is a demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Insufficient Competence	The student has not demonstrated application of the knowledge, values and skills related to the performance of generalist social work practice behavior.	Insufficient: "missing, not present or available." Insufficient Competence is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
N/A	Not Observed/ No Significant Opportunity	The student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Not Observed: "to see or notice something, especially while watching carefully." There was no observation or significant opportunity to demonstrate the performance of the practice behavior.

### Field Learning Plan & Evaluation Form

#### Competency 1: Demonstrate ethical and professional behavior

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SOWK 5014 Mid-evaluation Scores	SOWK 5014 Final Evaluation Scores (Rating 1 – 5)		SOWK 5024 Mid-evaluation Scores	SOWK 5024 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
#1. 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	___ Review the <i>NASW Code of Ethics</i> and discuss the relevance of several ethical standards to your field setting ___ Apply ethical standards of the <i>NASW Code of Ethics</i> to client situations ___ Apply an ethical decision making model to a case scenario from the field setting <b>Additional field learning tasks for SOWK 5024:</b>						

<p>#2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	<p>___ Journal about personal and professional values relevant to work with clients and colleagues then discuss how personal and professional values complement or create conflict with each other          ___ Discuss the influence of personal and professional values on practice decisions then identify how to maintain professional values in your field placement  <b>Additional field learning tasks for SOWK 5024:</b></p>						
<p>#3a. Demonstrate professional demeanor in <i>behavior</i></p>	<p>___ Review written guidelines (policies) of the field agency, which are relevant to professional demeanor, behavior, appearance, and communication</p>						
<p>#3b. Demonstrate professional demeanor in <i>appearance</i></p>	<p>___ Monitor professional demeanor, behavior, appearance, and communication in field setting and use self-regulation to make adjustments as necessary</p>						
<p>#3c. Demonstrate professional demeanor in oral <i>communication</i></p>	<p><b>Additional field learning tasks for SOWK 5024:</b></p>						
<p>#3d. Demonstrate professional demeanor in <i>written communication</i></p>							
<p>#3e. Demonstrate professional demeanor in <i>electronic communication</i></p>							
<p>#4. Use technology ethically and appropriately to facilitate practice outcomes</p>	<p>___ Review written guidelines (policies) of the field setting which are relevant to use of technology          ___ Review <i>NASW Technology in Social Work Practice</i> and apply to a field experience involving technology  <b>Additional field learning tasks for SOWK 5024:</b></p>						
<p>#5. Use supervision and consultation to</p>	<p>___ Create an agenda for weekly supervision          ___ Prepare several questions to ask during weekly supervision</p>						



guide professional judgment and behavior	<p>___ Seek consultation from peers or other professionals who are working with the same client</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
--	--	--	--	--	--	--	--

**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Competency 2: Engage diversity and difference in practice**

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SOWK 5014 Mid-evaluation Scores	SOWK 5014 Final Evaluation Scores (Rating 1 – 5)		SOWK 5024 Mid-evaluation Scores	SOWK 5024 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
#6a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the <i>micro</i> level	<p>___ Interview an individual, family, or group who are culturally different from you, then based interview information discuss how diversity and difference shaped their life experiences</p> <p>___ Research a credible source to learn more about a cultural group that is different from you then visit a museum, place of worship, cultural center, school, and/or restaurant. Discuss how life experiences shape group and individual identities.</p>						
#6b. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the <i>mezzo</i> level	<p>___ Present a professional training on how life experiences shape as the identity of an individual, family, group, and community of a specific cultural group</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
#6c. Apply and communicate understanding of the importance of diversity and difference in shaping life							

experiences in practice at the <i>macro</i> level							
#7a. Present themselves as learners with clients and constituencies as experts of their own experiences	<p>___ Discuss interpersonal skills which portray respect, empathy, integrity, and/or genuineness</p> <p>___ Interview a colleague or other professional who is different from you in order to learn about how their life experiences shape their identity</p>						
#7b. Engages clients and constituencies as experts of their own experiences	<b>Additional field learning tasks for SOWK 5024:</b>						
#8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<p>___ Review <i>NASW Standards and Indicators of Culturally Competent Social Work Practice</i> and discuss the importance of being aware of own biases and values especially when working with diversity</p> <p>___ Journal about field situations where personal biases and values create tension or conflict then use supervision to discuss how to professionally manage the tensions</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						

**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

<b>Competency 3: Advance human rights &amp; social, economic, and environmental justice</b>							
Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SOWK 5014 Mid-evaluation Scores	SOWK 5014 Final Evaluation Scores (Rating 1 – 5)		SOWK 5024 Mid-evaluation Scores	SOWK 5024 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Field Instructor	Student
#9a. Apply their understanding of <i>social justice</i> to advocate for human	___ Select a cultural group served by the field agency then read credible articles about the history and current life experiences of the group						

rights at the individual and system levels	<p>___ Read articles on oppression and discrimination of a specific cultural group served by the field agency then discuss how systemic oppression and discrimination creates barriers to well-being for the cultural group</p> <p>___ Journal about human rights issues relevant to the clients served by your field agency</p> <p>___ Identify the strategies used by your field agency in order to eliminate oppressive structural or systemic barriers to human rights</p> <p>___ Identify advocacy strategies to raise awareness of human rights</p> <p>___ Compile an information and referral list of ombudsman offices and professional organizations who advocate for the rights of clients served by your field agency (e.g. Alzheimer’s Association, National Alliance of Mentally Ill, Long Term Care Ombudsman, etc.)</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>							
#9b. Apply their understanding of <u>economic justice</u> to advocate for human rights at the individual and system levels								
#9c. Apply their understanding of <u>environmental justice</u> to advocate for human rights at the individual and system levels								
#10a. Engage in practices that advance <u>social justice</u>	<p>___ Journal about social, economic, and environmental justice issues relevant to clients served by your field agency</p> <p>___ Examine a social problem experienced by clients served by your field agency then identify potential advocacy strategies for promoting social, economic, and environmental justice</p> <p>___ Identify advocacy strategies used by your field agency for promoting social, economic, and environment justice</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>							
#10b. Engage in practices that advance <u>economic justice</u>								
#10c. Engage in practices that advance <u>environmental justice</u>								

**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Competency 4: Engage in practice-informed research and research-informed practice**

Behaviors	Field Learning Tasks	SOWK 5014	SOWK 5014 Final Evaluation Scores	SOWK 5024	SOWK 5024
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	Required: Two tasks for each behavior	Mid-evaluation Scores		(Rating 1 – 5)		Mid-evaluation Scores		Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor		
#11a. Use <u>theory</u> to inform scientific inquiry and research	___ Based on a client situation, write a research question about how a developmental theory would lend support to additional research								
#11b. Use <u>practice experience</u> to inform scientific inquiry and research	___ Based on a client situation, write a research proposal regarding how further investigation of a client problem would fill a gap in current research ___ Based on a strengths-perspective approach write a research question which would evaluate a client problem <b>Additional field learning tasks for SOWK 5024:</b>								
#12a. Apply critical thinking to engage in analysis of <u>quantitative</u> research methods and research findings	___ Analyze the findings from a quantitative research article relevant to the clients served by your field agency then discuss how to apply the findings ___ Analyze the findings from a quantitative research article relevant to the program in your field agency then discuss how to apply the findings ___ Analyze the findings from a qualitative research article relevant to the clients served by your field agency then discuss how to apply the findings								
#12b. Apply critical thinking to engage in analysis of <u>qualitative</u> research methods and research findings.	___ Analyze the findings from a qualitative research article relevant to the clients served by your field agency then discuss how to apply the findings ___ Analyze the findings from a qualitative research article relevant to the program in your field agency then discuss how to apply the findings <b>Additional field learning tasks for SOWK 5024:</b>								
#13. Use and translate research evidence to inform and	___ Research credible sources to find evidence-informed interventions for the clients served by your field agency then discuss how								

improve practice, policy, and service delivery.	<p>the use of this intervention may improve social work practice</p> <p>___ Research credible sources to find evidence-informed programs or service delivery systems in your field setting then discuss how to apply the findings</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
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**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Competency 5: Engage in policy practice**

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SOWK 5014 Mid-evaluation Scores	Mid-term Evaluation Scores (Rating 1 – 5)		SOWK 5024 Mid-evaluation Scores	Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
#14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	<p>___ Analyze a social problem experienced by the clients receiving services from your field agency then evaluate social policies (or absence thereof) attempting to address the social problem</p> <p>___ Assess client unmet needs based on how state-level social policies are creating barriers to access services or programs</p> <p>___ Analyze a federal policy aimed at reducing your clients unmet needs then assess the remaining barriers to access services or programs</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
#15. Assess how social welfare and economic policies impact the delivery of and	<p>___ Examine a social problem experienced by clients in your agency, then assess local, state, and federal policies in order to identify governmental assistance programs</p> <p>___ Discuss how recent changes to a federal-level social policy and the resulting service</p>						

access to social services	delivery system prevent clients from meeting their basic needs  <b>Additional field learning tasks for SOWK 5024:</b>						
#16a. Apply critical thinking to <u>analyze</u> for policies that advance human rights and social, economic, and environmental justice	___ Identify a state policy creating barriers for your clients access to services then analyze the impact of the policy on human rights and justice ___ Evaluate the influence of a social policy on human rights and social, economic, and environment justice then describe how to work with government officials to formulate and/or advocate for a policy  <b>Additional field learning tasks for SOWK 5024:</b>						
#16b. Apply critical thinking to <u>formulate</u> policies that advance human rights and social, economic, and environmental justice							
#16c. Apply critical thinking to <u>advocate</u> for policies that advance human rights and social, economic, and environmental justice							

**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Competency 6: Engage with individuals, families, groups, organizations and communities**

Behaviors	Field Learning Tasks	SOWK 5014	Mid-term	SOWK 5024	Final
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	Required: Two tasks for each behavior	Mid-evaluation Scores	Evaluation Scores (Rating 1 – 5)		Mid-evaluation Scores	Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
#17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<p>___ Demonstrate how to apply the strengths perspective when engaging with clients in your field setting (micro, mezzo practice)</p> <p>___ Demonstrate how to apply the strengths perspective when engaging with other professionals in and outside your field setting (macro practice)</p> <p>___ Demonstrate how to apply the person-in-environment perspective when engaging with clients in your field setting (micro, mezzo practice)</p> <p>___ Demonstrate how to apply the person-in-environment perspective when engaging with other professionals in and outside your field setting (macro practice)</p> <p><b>Additional field learning tasks:</b></p>						
#18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	<p>___ Develop, rehearse, and implement a plan including all field agency requirements (paperwork) in order to engage with a client during the initial session (micro, mezzo practice)</p> <p>___ Discuss interpersonal skills which portray respect, empathy, integrity, and/or genuineness necessary to engage clients and other professionals (micro, mezzo, macro practice)</p> <p>___ Describe a strength and area of growth related to your interpersonal skills when engaging with clients then develop a plan to work on your area of growth</p> <p>___ Describe a strength and area of growth related to contextual factors influencing your engagement with clients then develop a plan to work on your area of growth</p> <p>___ Discuss progress in applying empathy and/or developing a specific interviewing skills such as asking clarifying questions or using summaries</p>						

	<b>Additional field learning tasks for SOWK 5024:</b>						
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**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Competency 7: Assess individuals, families, groups, organizations and communities**

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SOWK 5014 Mid- evaluation Scores	Mid-term Evaluation Scores (Rating 1 – 5)		SOWK 5024 Mid-evaluation Scores	Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
#19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	<p>___ Demonstrate interviewing skills to collect client data required on agency assessment forms (micro, mezzo practice)</p> <p>___ Demonstrate ability to follow agency procedures for obtaining and gathering additional information from collaborating sources, such as caregivers, other professionals, or other service providers (agencies) (micro, mezzo practice)</p> <p>___ Critically evaluate assessment data in order to prioritize the client problems and strengths (micro, mezzo practice)</p> <p>___ Collect data from multiple, credible sources related to the needs and strengths of a program or community (macro practice)</p> <p>___ Critically evaluate assessment data in order to prioritize program or community problems or strengths (macro practice)</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
#20. Apply knowledge of human behavior and the social environment, person-in-environment, and	<p>___ Demonstrate how to apply the strengths perspective when gathering, organizing, and interpreting client data (micro, mezzo practice)</p> <p>___ Demonstrate how to apply the person-in-environment perspective when gathering,</p>						



<p>other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</p>	<p>organizing, and interpreting client data (micro, mezzo practice)</p> <p>___ Demonstrate how to apply the strengths perspective when gathering, organizing, and interpreting with data regarding programs, organizations, and communities (macro practice)</p> <p>___ Demonstrate how to apply the person-in-environment perspective when gathering, organizing, and interpreting data regarding programs, organizations, and communities (macro practice)</p> <p>___ Demonstrate ability to work with other professionals from multidisciplinary settings regarding the collection, organization, and interpretation of assessment data (micro, mezzo, and macro practice)</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
<p>#21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p>	<p>___ Critically evaluate assessment data in order to prioritize the client problems and strengths (micro, mezzo practice)</p> <p>___ Write an action (treatment, participation) plan connecting the client problems and strengths with the goals, objectives, intervention strategies and evaluation plan (micro, mezzo practice)</p> <p>___ Write goals and objectives from a strengths-perspective (what the client will be able to do not what the client will maintain or not do) (micro, mezzo practice)</p> <p>___ Write broadly defined goals as a simple phrase (micro, mezzo practice)</p> <p>___ Write measureable, behavior specific objectives (micro, mezzo practice)</p> <p>___ Critically evaluate assessment data in order to prioritize program or community problems or strengths (macro practice)</p> <p>___ Write an action (treatment, participation) plan connecting the program or community problems and strengths with the goals,</p>						

	<p>objectives, intervention strategies and evaluation plan (macro practice)</p> <p>___ Write goals and objectives from a strengths-perspective (what the program or community will accomplish not maintain or not do) (macro practice)</p> <p>___ Write broadly defined goals as a simple phrase (macro practice)</p> <p>___ Write measureable, behavior specific objectives (macro practice)</p> <p><b>Additional field learning tasks:</b></p>						
#22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<p>___ Write an action (treatment, participation) plan connecting the client problems and strengths with the goals, objectives, intervention strategies and evaluation plan (micro, mezzo practice)</p> <p>___ Write an action (treatment, participation) plan connecting the program or community problems and strengths with the goals, objectives, intervention strategies and evaluation plan (macro practice)</p> <p>___ Research credible sources to find articles supporting the use of the selected intervention (micro, mezzo, macro practice)</p> <p>___ Describe how self-determination of the client was utilized to create the intervention (micro, mezzo practice)</p> <p>___ Describe how self-determination of professionals and/or community members was utilized to create the program and/or community intervention (macro practice)</p> <p><b>Additional field learning tasks:</b></p>						

**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Competency 8: Intervene with individuals, families, groups, organizations and communities**

Behaviors	Field Learning Tasks	SOWK 5014	Mid-term	SOWK 5024	Final
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	Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-evaluation Scores	Evaluation Scores (Rating 1 – 5)		Mid-evaluation Scores	Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
#23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	<p>___ Write an action (treatment, participation) plan connecting the client problems and strengths with the goals, objectives, intervention strategies and evaluation plan (micro, mezzo practice)</p> <p>___ Write an action (treatment, participation) plan connecting the program or community problems and strengths with the goals, objectives, intervention strategies and evaluation plan (macro practice)</p> <p>___ Research credible sources to find articles supporting the use of the selected intervention (micro, mezzo, macro practice)</p> <p>___ Describe how self-determination of the client was utilized to create the intervention (micro, mezzo practice)</p> <p>___ Describe how self-determination of professionals and/or community members was utilized to create the program and/or community intervention (macro practice)</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
#24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	<p>___ Describe how the person-in-environment perspective informed the intervention strategies (micro, mezzo, macro practice)</p> <p>___ Describe how multidisciplinary theoretical frameworks informed intervention strategies (micro, mezzo, and macro practice)</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
#25. Use inter-professional collaboration as appropriate to achieve	<p>___ Demonstrate ability to work with multidisciplinary teams to create intervention strategies (micro, mezzo, and macro practice)</p>						

beneficial practice outcomes	<p>___ Evaluate the collaboration, cooperation, and communication of multidisciplinary team members during the implementation of intervention strategies (micro, mezzo, and macro practice)</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>					
#26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	<p>___ Research best practices or evidence-based mediation and/or negotiation techniques then share in supervision (micro, mezzo, macro practice)</p> <p>___ Discuss, rehearse and/or demonstrate ways to mediate conflict between individuals (micro practice)</p> <p>___ Discuss, rehearse and/or demonstrate ways to mediate conflict between family and/or group members (mezzo practice)</p> <p>___ Discuss, rehearse, and/or demonstrate ways to negotiate services for clients (micro, mezzo, macro practice)</p> <p>___ Research best practices or evidence-based advocacy strategies to support case advocacy with or on behalf of clients (micro, mezzo, macro practice)</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>					
#27. Facilitate effective transitions and endings that advance mutually agreed-on goals	<p>___ Discuss best practices for closing with clients who have achieved their goals (planned closure)</p> <p>___ Discuss best practices for closing with clients who need a referral</p> <p>___ Discuss best practices for closing with clients and other programs when clients drop out of a service</p> <p>___ Discuss best practices for closing with other professionals and service providers when a client dies</p> <p>___ Discuss best practices for closing with professionals and the community when a program is closed</p>					

	<b>Additional field learning tasks for SOWK 5024:</b>						
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**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Competency 9: Evaluate practice with individuals, families, groups, organizations and communities**

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SOWK 5014 Mid-evaluation Scores	Mid-term Evaluation Scores (Rating 1 – 5)		SOWK 5024 Mid- evaluation Scores	Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
#28. Select and use appropriate methods for evaluation of outcomes	___ Research credible sources to identify different methods for evaluating client progress (micro, mezzo practice) ___ Research credible sources to identify different methods for evaluating program interventions (macro practice)  <b>Additional field learning tasks for SOWK 5024:</b>						
#29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	___ Describe how the person-in-environment perspective informed the evaluation plan and was used to interpret findings (micro, mezzo, macro practice) ___ Describe how multidisciplinary theoretical frameworks informed the evaluation plan and was used to interpret findings (micro, mezzo, and macro practice)  <b>Additional field learning tasks for SOWK 5024:</b>						
#30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	___ Analyze how the field agency evaluates client progress (micro, mezzo practice) ___ Research credible sources to identify different methods for evaluating client progress (micro, mezzo practice)						

	<p>___ Evaluate the collaboration, cooperation, and communication of multidisciplinary team members as related to the evaluation of a client intervention (micro, mezzo practice)</p> <p>___ Analyze how the field agency evaluates program interventions (macro practice)</p> <p>___ Research credible sources to identify different methods for evaluating program interventions (macro practice)</p> <p>___ Evaluate the collaboration, cooperation, and communication of multidisciplinary team members as related to the evaluation of a program outcome (macro practice)</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
#31a. Apply evaluation findings to improve practice effectiveness at the <i>micro</i> level	<p>___ Create a single-system design evaluation method to assess client progress (micro, mezzo practice)</p> <p>___ Create a single-system design evaluation method to evaluate program outcomes (macro practice)</p>						
#31b. Apply evaluation findings to improve practice effectiveness at the <i>mezzo</i> level	<p>___ Create a survey to assess client or employee perception of services delivered (macro practice)</p>						
#31c. Apply evaluation findings to improve practice effectiveness at the <i>macro</i> level	<p><b>Additional field learning tasks for SOWK 5024:</b></p>						

**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Competency 10: Integrate faith and social work practice in a way that embraces diversity and is consistent with both the Christian faith and the NASW Code of Ethics**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SOWK 5014 Mid-evaluation Scores	Mid-term Evaluation Scores (Rating 1 – 5)	SOWK 5014 Mid- evaluation Scores	Final Evaluation Scores (Rating 1 – 5)
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		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
#32. Understand and work effectively with the religious, faith, and spirituality dimensions of persons and communities	<p>___ Research credible sources to discover the historical and cultural dimensions of a client's faith, religion and/or spirituality</p> <p>___ Interview a religious or spiritual leader to increase understanding about a particular group's practices</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
#33. Understand and work effectively within the context of the practice setting in regard to faith and spirituality	<p>___ Review written guidelines (policies) of the field agency, which are relevant to what a social worker can and cannot related to faith and spirituality within the field setting</p> <p>___ Discuss with supervision how faith, spirituality, and religion are integrated into assessment and intervention strategies with clients</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						
#34. Draw from one's own faith and spirituality to practice self-care and to empower one's ability to engage in effective social work practice	<p>___ Create a plan to use one's faith and spirituality practices to promote professional self-care</p> <p>___ Use an accountability partner to implement the professional self-care plan using faith and spiritual practices</p> <p><b>Additional field learning tasks for SOWK 5024:</b></p>						

**Mid-evaluation Plan for SOWK 5014:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

**Mid-evaluation Plan for SOWK 5024:** (Student and field instructor must create a written plan for all behaviors receiving a score of 1, 2 or N/A.)

## **SOWK 5014 Field Instruction & Seminar I**

### **Approval of Field Learning Plan for SOWK 5014 Field Instruction & Seminar I**

The Field Learning Plan should guide the selection and practice of your clinical social work learning tasks. It is imperative to use the learning plan to identify topics for supervision and your seminar classes. Your field instructor and Field Director need to understand your field activities and know how you are connecting the activities with the behaviors. By doing so, we are working together to help you make connections between the academic work occurring in the classroom and the practice of social work in agency settings.

On or before the due date in the syllabus, submit your Field Learning Plan in IPT. Your field instructor and Field Director will take one of two actions. They will approve your plan or ask for revisions. Once revisions are acceptable, they will approve your plan.

For students, check and date at the time of submission. For the field instructor and Field Director check and date approving the plan. For revisions, check the “revisions suggested” then identify the needed revisions.

<input type="checkbox"/>	Student submitted acceptable plan.	Date _____
<input type="checkbox"/>	Field instructor approves the plan.	Date _____
<input type="checkbox"/>	Field Director approves the plan.	Date _____
<input type="checkbox"/>	Field instructor suggests revisions.	Date _____
<input type="checkbox"/>	Field Director approves the plan.	Date _____
<input type="checkbox"/>	Revisions suggested:	

A signature indicates approval of the Field Learning Plan.

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

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

Field Director Signature \_\_\_\_\_

### **Mid-Evaluation for SOWK 5014 Field Instruction & Seminar I**

The mid-evaluation occurs around Week 4 of each semester. The mid-evaluation requires the students to earn a number of field hours and receive scores of developing and standard performance. More specifically, students should have:

- Accumulated at least 100 hours during Summer Term A in the field agency
- Worked with clients or constituencies at 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- If an evaluative score is a 1, 2 or N/A was given, then the student and field instructor create a written plan to remedy the situation. Write the plan in the box “mid-evaluation plan for SOWK 5014.”

At the mid-evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)



2. What areas of personal and professional growth should be the focus of the next 4 weeks? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

A signature indicates acceptance of the mid-evaluation including any additional plans.

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

The student must read and check one of the following.

- I have read the evaluation and am in agreement with it.  
 I have read the evaluation and am attaching my written response.

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

**Final Evaluation & Grade for SOWK 5014 *Field Experience & Seminar I***

This evaluation occurs at the end of the semester. The final evaluation requires the students to earn a specific number of field hours and receive scores of standard performance or higher. More specifically, students should have:

- Accumulated at least 200 hours in the field agency during Summer Term A
- Worked with clients or constituencies at least 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- Average of all the behavior scores is 3.0 or higher

At the final evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus for SOWK 6024? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

Check if the evaluation criteria is present.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Earn at least 200 hours in field agency during Summer Term A
<input type="checkbox"/>	<input type="checkbox"/>	Worked directly with clients and constituencies for at least 100 hours (50% of hours)
<input type="checkbox"/>	<input type="checkbox"/>	Received scores of 3, 4, or 5 on evaluation from field instructor
<input type="checkbox"/>	<input type="checkbox"/>	Average score of all behavior scores was 3.0 or higher

If a "no" response is present, check the applicable response.

- The student does not receive a passing grade in SOWK 5024 *Field Experience & Seminar II*.  
 The student may continue with field with a Student Development Plan.  
 Other (please specify):

A signature indicates acceptance of the final evaluation including any additional plans.

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

The student must read and check one of the following.

- I have read the evaluation and am in agreement with it.
- I have read the evaluation and am attaching my written response.

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

The course grade is the average of the final evaluation on the Field Learning Plan and the grade for all the assignments in the seminar class. In other words, 50% of the course grade is from the final field evaluation and 50% is from the field seminar assignments. The grading formula is in the field seminar syllabus and at the end of the Field Learning Plan.

### **SOWK 5024 Field Instruction & Seminar II**

#### **Approval of Field Learning Plan for SOWK 5024 Field Instruction & Seminar II**

The Field Learning Plan should guide the selection and practice of your clinical social work learning tasks. It is imperative to use the learning plan to identify topics for supervision and your seminar classes. Your field instructor and Field Director need to understand your field activities and know how you are connecting the activities with the behaviors. By doing so, we are working together to help you make connections between the academic work occurring in the classroom and the practice of social work in agency settings.

On or before the due date in the syllabus, submit your Field Learning Plan in IPT. Your field instructor and Field Director will take one of two actions. They will approve your plan or ask for revisions. Once revisions are acceptable, they will approve your plan.

For students, check and date at the time of submission. For the field instructor and Field Director, check and date approving the plan. For revisions, check the "revisions suggested" then identify the needed revisions.

<input type="checkbox"/>	Student submitted acceptable plan.	Date	_____
<input type="checkbox"/>	Field instructor approves the plan.	Date	_____
<input type="checkbox"/>	Field Director approves the plan.	Date	_____
<input type="checkbox"/>	Field instructor suggests revisions.	Date	_____
<input type="checkbox"/>	Field Director suggests revisions.	Date	_____
<input type="checkbox"/>	Revisions suggested:		

A signature indicates approval of the Field Learning Plan.

Student Signature \_\_\_\_\_  
Field Instructor Signature \_\_\_\_\_  
MSW Field Director or SW Field Faculty Signature \_\_\_\_\_

**Mid-Evaluation for SOWK 5024 Field Instruction & Seminar II**

This evaluation occurs around Week 4 of each semester. The mid-evaluation requires the students to earn a number of field hours and receive scores of developing and standard performance. More specifically, students should have:

- Accumulated at least 100 hours during Summer Term B in the field agency (Total number of hours earned for generalist placement is 300.)
- Worked with clients or constituencies at 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form the field instructor
- If an evaluative score is a 1, 2 or N/A was given, then the student and field instructor create a written plan to remedy the situation. Write the plan in the box “mid-evaluation plan for SOWK 5024.”

At the mid-evaluation site visit, the field instructor, student, and Director of Field complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus of the next 8 weeks? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

A signature indicates acceptance of the mid-evaluation including any additional plans.

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

MSW Field Director or SW Field Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

The student must read and check one of the following.

- I have read the evaluation and am in agreement with it.
- I have read the evaluation and am attaching my written response.

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

**Final Evaluation & Grade for SOWK 5024 Field Experience & Seminar II**

This evaluation occurs at the end of the semester. The final evaluation requires the students to earn a specific number of field hours and receive scores of standard performance or higher. More specifically, students should have:

- Accumulated at least 200 hours in the field agency for Summer Term B (Total number of hours earned for generalist placement is 400.)
- Worked with clients for at 100 hours for Summer Term B (50% of the time)
- Earned a score of 3, 4, or 5 on the evaluation form the field instructor
- Average of all the behavior scores is 3.0 or higher

At the final evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)

2. What areas of personal and professional growth should be the focus for the professional career of the student? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

Check if the evaluation criteria is present.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Earn at least 400 hours in field agency for Summer Terms A & B
<input type="checkbox"/>	<input type="checkbox"/>	Worked directly with clients and constituencies for at least 200 hours
<input type="checkbox"/>	<input type="checkbox"/>	Received scores of 3, 4, or 5 on evaluation from field instructor
<input type="checkbox"/>	<input type="checkbox"/>	Average score of all behavior scores was 3.0 or higher

If a "no" response is present, check the applicable response.

<input type="checkbox"/>	The student does not receive a passing grade in SOWK 5024 <i>Field Experience &amp; Seminar II</i> .
<input type="checkbox"/>	The student may continue with field with a Student Development Plan.
<input type="checkbox"/>	Other (please specify):

A signature indicates acceptance of the final evaluation including any additional plans.

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

The student must read and check one of the following.

<input type="checkbox"/>	I have read the evaluation and am in agreement with it.
<input type="checkbox"/>	I have read the evaluation and am attaching my written response.

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

The course grade is the average of the final evaluation on the Field Learning Plan and the grade for all the assignments in the seminar class. In other words, 50% of the course grade is from the final field evaluation and 50% is from the field seminar assignments. The grading formula is in the field seminar syllabus and at the end of the Field Learning Plan.

The final course grade uses the following scoring table.

Final Evaluation from Field Learning Plan	Seminar Assignments	Final Grade for SOWK 5024
Average points on final evaluation using 5.0 scale = _____	Seminar letter grade = _____	Final evaluation quality points for letter grade on 4.0 scale = _____
Final evaluation letter grade = _____	Quality points for letter grade on 4.0 scale = _____	Seminar quality points for letter grade _____

Grade	5.0 Scale	4.0 Quality Points	4.0 Scale
A	5.0 to 4.6	4.0	4.0 to 3.68
A-	4.5 to 3.8	3.67	3.67 to 3.35
B+	3.7 to 3.5	3.34	3.34 to 3.01
B	3.4 to 3.1	3.0	3.0 to 2.68
B-	3.0 to 2.8	2.67	2.67 to 2.35
C+	2.7 to 2.5	2.34	2.34 to 2.01
C	2.4 to 2.1	2.0	2.0 to 1.68
C-	2.0 to 1.1	1.67	1.67 to 1.35
D/F	1.0 to 0.0	1.35	1.35 to 0.00

Quality points for letter grade on 4.0 scale = _____		on 4.0 scale = _____ Average of two scores = _____ Final grade for SOWK 5024 on 4.0 scale = _____
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## Appendix A.5 - Field Learning Plan & Evaluation Form – Clinical Social Work Field

Southeastern University – MSW Program  
SOWK 6014 *Social Work Field Experience & Seminar III*  
SOWK 6024 *Social Work Field Experience & Seminar IV*

### MSW Field Learning Plan & Evaluation For Clinical Social Work Curriculum

#### Responsible Parties

Student	_____	Field Agency	_____
Director of Field	_____	Field Faculty	_____
MSW Field Instructor	_____	Task Supervisor	_____

#### Beginning & Ending Dates, Field Hours

Note the beginning and ending dates of the field course you are evaluating. Include the total number of hours accumulated at the end of each course.

SOWK 6014 – Field III	Beginning date _____	Ending date _____	Total # of hours _____
SOWK 6024 – Field IV	Beginning date _____	Ending date _____	Total # of hours _____

#### Purpose

The Field Learning Plan is a written agreement or contract, which guides the learning process. The Field Learning Plan serves four functions. It is:

- A structured system used to identify field learning tasks for each competency and behavior
- An educational tool connecting field learning tasks with academic learning from the classroom
- An evaluation tool to evaluate student competence of the behaviors
- A catalyst for discussions during weekly supervision meetings

#### Instructions for the Field Learning Plan

During the student orientation to field and throughout the concurrent field seminar class, students review all the social work competencies and behaviors. They are the experts in articulating the meaning of the competencies and behaviors as they relate to clinical social work practice.

In order to learn how to apply clinical social work practice in an agency setting, students assume the role of a directed-learner. In other words, the expectation is for students to actively seek learning experiences and ask questions for clarification. Students should do so by planning a supervision agenda based on their Field Learning Plan.

The MSW field instructors are the experts in clinical social work practice within their agencies. They contribute their practice knowledge by collaboratively helping students identify the learning tasks for their field experience. The role of the field instructors is an educator. Field teaching techniques include asking the student to observe clinical social work practice then co-facilitate and eventually engage in self-directed practice on their own. Supervision discussions are more beneficial after the field instructors have been able to observe the students in practice.

The Field Director is available to assist throughout the entire process.

Specific instructions for the completion of the Field Learning Plan are as follows.

1. Students are responsible for completing the sections called Responsible Parties, Beginning & Ending Dates, and Field Hours.
2. Students, with the assistance of their field instructors, identify at least two field tasks (check two, check one and add one, or add two).
3. Students and MSW field instructors submit the Field Learning Plan in IPT by the due date in the syllabus.

### **Instructions for the Mid-Evaluation**

Informal evaluation of student performance should occur throughout the field experience. Students benefit from observing professionals perform tasks then applying what they have seen. Afterwards, students continue their learning by receiving strengths-based feedback from field instructors and task supervisors. These informal discussions are more beneficial when used in conjunction with the Field Learning Plan.

Formal evaluation considers how the students are performing clinical social work tasks. The evaluation rubric defines levels of performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence of the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence. An N/A suggests the students did not have significant opportunity to complete the learning tasks.

The process for completing the mid-evaluation is:

1. Students complete their self-evaluation by entering their scores in the column of the mid-evaluation.
2. Field instructors complete their evaluation and enter their scores in the field instructor column of the mid-evaluation.
3. Field instructors share their evaluation with the students prior to the mid-evaluation site visit.
4. Field instructors and students share the mid-term evaluation with the Field Director at the mid-evaluation site visit.

If students receive a N/A, 1, or 2, then the student and field instructor must create a plan to engage in appropriate field learning tasks prior to the final evaluation. If the situation warrants, the MSW Field Director may collaboratively work with student and field instructor to create a Student Development Plan.

Since the mid-evaluation is a time to discuss the student strengths and ways to improve, no grade assignment occurs at this time.

### **Instructions for the Final Evaluation & Final Evaluation Grading Scale**

Formal evaluation occurs by assessing student performance toward the end of each semester. The evaluation considers how the students are performing learning tasks as an entry-level clinical social work practitioner. The evaluation rubric defines levels of

performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence of the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence.

The process for completing the final evaluation is:

1. Students complete their self-evaluation and enter their scores in the student column of the final evaluation.
2. Field Instructors complete their evaluation and enter their scores in the field instructor column of the final evaluation.
3. Field Instructors share their evaluation with the students prior to the final evaluation. The Field Director will approve the final evaluation using one of the following: face-to-face site visit, phone conference, online video conferencing, or email confirmation.

The expectation is for students to receive a majority of 3s and 4s on the final evaluation. If earned, a score of 5 may be given. If a 1, 2, or N/A is given, the average score of all behaviors is lower than 3.0, or the number of required field hours is not met, then the Field Director meets with the Field Instructor and student to determine the next steps. Decisions may include, but not be limited to, a failing grade for the course or the implementation of a Student Development Plan.

The course grade is the average of the final evaluation on the Field Learning Plan and the grade for all the assignments in the seminar class. In other words, 50% of the course grade is from the final field evaluation and 50% is from the field seminar assignments. The following table shows how to calculate the final grade for the course.

### Evaluation Rubric

The evaluation rubric used to evaluate student performance follows.

Scale	Performance Measure	Description	Definition
5	Mastered Competence	The student shows exceptional performance and innovative application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Mastered: "somebody highly skilled at something." Mastered Competence is the demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Advanced Competence	The student shows advanced application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Advanced: "surpasses competent in one or more ways." Advanced Competence is the demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Standard Competence	The student shows competent application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Standard Competence: "having enough skill or ability to do something well." Standard Competence is the demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Developing Competence	The student shows beginning application of the knowledge, skills, or dispositions related to the performance of generalist social work practice behavior.	Developing: "failing to reach an expected or required level or standard." Developing Competence is a demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.



1	Insufficient Competence	The student has not demonstrated application of the knowledge, values and skills related to the performance of generalist social work practice behavior.	Insufficient: "missing, not present or available." Insufficient Competence is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
N/A	Not Observed/ No Significant Opportunity	The student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Not Observed: "to see or notice something, especially while watching carefully." There was no observation or significant opportunity to demonstrate the performance of the practice behavior.

### Field Learning Plan & Evaluation Form

<b>Competency 1: Demonstrate ethical and professional behavior</b>					
Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor
#35. Effectively manage professional boundaries in clinical practice.	___ Review <i>NASW Code of Ethics</i> regarding professional boundaries then discuss application to field setting ___ Review written guidelines (policies) of the field agency related to professional roles and boundaries then discuss in supervision <b>Additional field learning tasks:</b>				
#36. Apply the NASW Code of Ethics and strategies of ethical-decision making to clinical practice and interpersonal interventions with clients.	___ Review ethical standards from the <i>NASW Code of Ethics</i> and discuss application to a relevant field case ___ Review an ethical decision-making model and discuss application to cases in the field setting <b>Additional field learning tasks:</b>				
#37. Demonstrate professional use of self in clinical practice.	___ Review written guidelines (policies) of field agency related to demeanor, dress, appearance, and communication then discuss how these guidelines shaped your professional self ___ Prepare a staff training about professional use of self in a specific clinical setting, i.e. testifying in court, presenting a case in staff meeting, etc. <b>Additional field learning tasks:</b>				
#38. Identify professional strengths, limitations, and challenges in practice.	___ Journal about professional strengths and areas of growth then write two professional development goals with strategies ___ Implement the strategies to achieve your professional goals and journal about your progress then discuss outcome in supervision <b>Additional field learning tasks:</b>				

Comments:

**Competency 2: Engage diversity and difference in practice**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor
#39. Research and apply knowledge of diverse client populations including the cultural, spiritual, and ethnic values and beliefs of clients to enhance well-being.	<p>___ Identify a cultural group unfamiliar to you then interview a person from the culture, visit a cultural center, place of worship, educational center, museum, or restaurant, and read at least one book or article then discuss in supervision</p> <p>___ Complete same activities as above then deliver a staff or community training</p> <p><b>Additional field learning tasks:</b></p>				
#40. Demonstrate advanced insight into personal biases and values and their influence on the client-worker relationship.	<p>___ Discuss an experience with a client or colleague where you discovered a personal bias, identify how the bias influenced your work, then describe how you will work on reducing the influence of your personal bias</p> <p>___ Discuss a client case or situation with a colleague where a value conflict emerged then discuss how to deal with the conflict</p> <p><b>Additional field learning tasks:</b></p>				
#41. Apply cultural humility to clinical practice and extend dignity and respect to all clients.	<p>___ Review the <i>NASW Standards and Indicators for Cultural Competence in Social Work Practice</i> then define cultural humility as it relates to your clinical practice</p> <p>___ Develop a collaborative relationship with a colleague who is different from you then discuss how cultural humility influences the working relationship</p> <p><b>Additional field learning tasks:</b></p>				

Comments:

**Competency 3: Advance human rights & social, economic, and environmental justice**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor

<p>#42. Apply knowledge of the effects of oppression, discrimination, and historical trauma on clients to guide clinical assessment and intervention.</p>	<p>___ Journal about social, economic, and environmental justice issues relevant to cultural diversity in your field setting          ___ Identify the strategies used by your field agency in order to eliminate oppressive structural or systemic barriers to human rights  <b>Additional field learning tasks:</b></p>				
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**Comments:**

**Competency 4: Engage in practice-informed research and research-informed practice**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor
<p>#43. Use the evidence-based process to identify and apply effective clinical practice interventions for clients.</p>	<p>___ Research credible sources about a practice intervention used by your field agency then present your findings about the clinical effectiveness of the intervention          ___ Based on a client problem, write a research question about a clinical intervention then find credible research that answers the question  <b>Additional field learning tasks:</b></p>				
<p>#44. Use research methods to evaluate clinical practice effectiveness and/or agency outcomes.</p>	<p>___ Read a research article about an evaluation method used to evaluate the effectiveness of clinical practice then discuss how the evaluation method might be applied in your field agency          ___ Read a research article about an evaluation method used to evaluate the effectiveness of agency outcomes then discuss how the evaluation method might be applied in your field agency  <b>Additional field learning tasks:</b></p>				

**Comments:**

**Competency 5: Engage in policy practice**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor
<p>#45. Advocate for social policies and/or agency policies that will</p>	<p>___ Investigate an agency policy creating a barrier for client well-being then, in supervision, propose an advocacy task</p>				

enhance client well-being, service delivery, and/or access to social services.	<input type="checkbox"/> Attend a policy-related event, e.g. LEAD Day, then discuss how a House or Senate bill would impact the well-being of your clients and create an advocacy strategy either supporting or not supporting the bill <b>Additional field learning tasks:</b>				
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**Comments:**

**Competency 6: Engage with individuals, families, groups, organizations and communities**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor
#46. Apply a strengths-based, person-in-environment perspective to establish rapport and maintain therapeutic relationships with clients.	<input type="checkbox"/> Demonstrate how to apply the strengths perspective when establishing therapeutic rapport with clients in your field setting <input type="checkbox"/> Demonstrate how to apply the person-in-environment perspective when establishing a therapeutic rapport with clients in your field setting <b>Additional field learning tasks:</b>				
#47. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially weaken the therapeutic worker-client alliance.	<input type="checkbox"/> Develop and implement a plan to engage with a client system during the initial session <input type="checkbox"/> Describe a strength and area of growth related to your interpersonal skills when engaging with clients then develop a plan to work on your area of growth <input type="checkbox"/> Describe a strength and area of growth related to contextual factors influencing your engagement with clients then develop a plan to work on your area of growth <input type="checkbox"/> Discuss progress in applying empathy and/or developing a specific interviewing skills such as asking clarifying questions or using summaries <b>Additional field learning tasks:</b>				
#48. Establish worker-client relationships that promote client participation in the establishment of mutually agreed upon treatment goals and objectives.	<input type="checkbox"/> Discuss what you say and do to engage clients in collaboratively writing intervention goals and objectives <input type="checkbox"/> Present a client assessment and discuss how the intervention goals and objectives are connected to the client problem <b>Additional field learning tasks:</b>				

**Comments:**

**Competency 7: Assess individuals, families, groups, organizations and communities**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor
#49. Utilize multidimensional bio-psycho-social-spiritual assessment forms and tools.	<p>___ Present a bio-psycho-social-spiritual assessment based on an interview with a client and explain your assessment findings</p> <p>___ Discuss how a theoretical, conceptual, or developmental theory influences your assessment of the client situation</p> <p>___ Assemble a list of screening tools for crisis situations, such as suicide, threat to harm others, interpersonal violence, child abuse, adult abuse, and/or addictions</p> <p><b>Additional field learning tasks:</b></p>				
#50. Assess client readiness for change.	<p>___ Discuss the application of the Stages of Change Model to an assessment with a client in the field setting</p> <p>___ Discuss contextual, interpersonal, and personal factors influencing the readiness for change of a client in the field setting</p> <p>___ Present a client situation at a case staffing and describe client behaviors supporting your assessment of the client’s stage in the readiness for change model</p> <p><b>Additional field learning tasks:</b></p>				
#51. As appropriate, apply differential and multi-axial diagnoses.	<p>___ Present a client assessment then discuss the diagnostic impressions derived from the criteria noted in the assessment</p> <p>___ Present a client situation at a case staffing and describe the criteria leading to your diagnostic impression</p> <p>___ Select a DSM-V diagnosis then research bio-psycho-social-cultural-spiritual influences contributing to possible misdiagnosis</p> <p><b>Additional field learning tasks:</b></p>				

Comments:

**Competency 8: Intervene with individuals, families, groups, organizations and communities**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor

<p>#52. Critically evaluate, select, and apply evidence-based practice interventions.</p>	<p>___ Identify a practice theory most commonly used by your field agency then demonstrate how to apply the practice theory in your work with clients</p> <p>___ Discuss a case scenario where a practice intervention did not work then critically assess whether to try the same practice intervention or try a new practice approach</p> <p>___ Describe two practice intervention which may be applicable to a case, then present the positives and negative for applying each intervention</p> <p><b>Additional field learning tasks:</b></p>				
<p>#53. Implement treatment plans and/or contracts with clients to meet mutually agreed upon goals.</p>	<p>___ Describe how to implement a treatment plan using a practice intervention, e.g. solution-focused approach or DBT</p> <p>___ Discuss a case scenario where the client has not made progress toward the treatment goals and objectives then critically assess whether to continue with the treatment plan or make modifications</p> <p><b>Additional field learning tasks:</b></p>				
<p>#54. Demonstrate use of appropriate clinical interventions for a range of presenting concerns.</p>	<p>___ Describe two practice intervention which may be applicable to a case, then present the positives and negative for applying each intervention</p> <p>___ Describe how creative arts, equestrian, or play therapy practice interventions that may complement other evidence-based practice theories</p> <p><b>Additional field learning tasks:</b></p>				
<p>#55. Modify clinical interventions as necessary throughout the treatment process.</p>	<p>___ Discuss a case scenario where a practice intervention did not work then critically assess whether to try the same practice intervention or try a new practice approach</p> <p>___ Discuss a case scenario where the client has not made progress toward the treatment goals and objectives then critically assess whether to continue with the treatment plan or make modifications</p> <p>___ Discuss a case scenario where a client experienced a crisis, such as suicide, threaten to harm others, interpersonal violence, child abuse, adult abuse, and/or addictions relapse, then discuss modification of clinical interventions</p> <p><b>Additional field learning tasks:</b></p>				

Comments:

**Competency 9: Evaluate practice with individuals, families, groups, organizations and communities**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor
#56. Develop evaluation plans to monitor client progress and measure the efficacy of clinical interventions.	<p>___ Read a research article about an evaluation method used to evaluate the effectiveness of clinical practice then discuss how the evaluation method might be applied in your field agency</p> <p>___ Describe a case scenario using a single-system design to measure client progress</p> <p><b>Additional field learning tasks:</b></p>				

**Comments:**

**Competency 10: Integrate faith and social work practice in a way that embraces diversity and is consistent with both the Christian faith and the NASW Code of Ethics**

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	Mid-term Evaluation Scores (Rating 1 – 5)		Final Evaluation Scores (Rating 1 – 5)	
		Student	Field Instructor	Student	Field Instructor
#57. Include an examination of client's spirituality in the assessment process.	<p>___ Present a bio-psycho-social-spiritual assessment based on an interview with a client and explain the influence of the spiritual dimension on the client's life</p> <p>___ Search for credible spiritual assessment tools and, with permission of supervisor, use one to assess a client's spiritual life</p> <p>___ Staff a client case where a spiritual or religious practice was used as the intervention strategy and a single system design was used to measure the effectiveness of the intervention</p> <p><b>Additional field learning tasks:</b></p>				
#58. As appropriate, utilize client's own faith, religious practice, and/or spirituality as a potential coping mechanism.	<p>___ Staff a client case where a spiritual or religious practice was used as the intervention strategy and a single system design was used to measure the effectiveness of the intervention</p> <p>___ Research credible sources to identify evidence-based interventions using religious or spiritual practices and create a list of the most effective practices</p> <p><b>Additional field learning tasks:</b></p>				

**Comments:**

**Approval of Field Learning Plan**

The Field Learning Plan should guide the selection and practice of your clinical social work learning tasks. It is imperative to use the learning plan to identify topics for supervision and your seminar classes. Your field instructor and Field Director need to understand your field activities and know how you are connecting the activities with the behaviors. By doing so, we are working together to help you make connections between the academic work occurring in the classroom and the practice of social work in agency settings.

On or before the due date in the syllabus, submit your Field Learning Plan in IPT. Your field instructor and Field Director will take one of two actions. They will approve your plan or ask for revisions. Once revision are acceptable, they will approve your plan.

For students, check and date at the time of submission. For the field instructor and Director of Field, check and date approving the plan. For revisions, check the “revisions suggested” then identify the needed revisions.

<input type="checkbox"/>	Student submitted acceptable plan.	Date	_____
<input type="checkbox"/>	Field instructor approves the plan.	Date	_____
<input type="checkbox"/>	Field Director approves the plan.	Date	_____
<input type="checkbox"/>	Field instructor suggests revisions.	Date	_____
<input type="checkbox"/>	Field Director suggests revisions.	Date	_____
<input type="checkbox"/>	Revisions suggested:		

A signature indicates approval of the Field Learning Plan.

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

Field instructor Signature \_\_\_\_\_

Field Director Signature \_\_\_\_\_

**Mid-Evaluation for SOWK 6014 *Field Instruction & Seminar III***

The mid-evaluation occurs between Weeks 7 – 10 of each semester. The mid-evaluation requires the students to earn a number of field hours and receive scores of developing and standard performance. More specifically, students should have:

- Accumulated at least 125 hours during the semester in the field agency
- Worked with clients or constituencies at 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- If an evaluative score is a 1, 2 or N/A was given, then the student and field instructor create a written plan to remedy the situation. Write the plan in the box “mid-evaluation plan for SOWK 6014.”

At the mid-evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)



2. What areas of personal and professional growth should be the focus of the next 8 weeks? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

A signature indicates acceptance of the mid-evaluation including any additional plans.

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

Field Director Signature \_\_\_\_\_ Date \_\_\_\_\_

The student must read and check one of the following.

- I have read the evaluation and am in agreement with it.  
 I have read the evaluation and am attaching my written response.

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

**Final Evaluation & Grade for SOWK 6014 *Field Experience & Seminar III***

This evaluation occurs at the end of the semester. The final evaluation requires the students to earn a specific number of field hours and receive scores of standard performance or higher. More specifically, students should have:

- Accumulated at least 250 hours in the field agency
- Worked with clients for at 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form the field instructor
- Average of all the behavior scores is 3.0 or higher

At the final evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus for SOWK 6024? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

Check if the evaluation criteria is present.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Earn at least 250 hours in field agency
<input type="checkbox"/>	<input type="checkbox"/>	Worked directly with clients and constituencies for at least 125 hours
<input type="checkbox"/>	<input type="checkbox"/>	Received scores of 3, 4, or 5 on evaluation from field instructor
<input type="checkbox"/>	<input type="checkbox"/>	Average score of all behavior scores was 3.0 or higher

If a "no" response is present, check the applicable response.

- The student does not receive a passing grade in SOWK 6024 *Field Experience & Seminar IV*.  
 The student may continue with field with a Student Development Plan.  
 Other (please specify):

A signature indicates acceptance of the final evaluation including any additional plans.

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

The student must read and check one of the following.

- I have read the evaluation and am in agreement with it.
- I have read the evaluation and am attaching my written response.

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

The course grade is the average of the final evaluation on the Field Learning Plan and the grade for all the assignments in the seminar class. In other words, 50% of the course grade is from the final field evaluation and 50% is from the field seminar assignments. The grading formula is in the field seminar syllabus and at the end of this Field Learning Plan.

### **SOWK 6024 Field Instruction & Seminar IV**

#### **Approval of Field Learning Plan for SOWK 6024 Field Instruction & Seminar IV**

The Field Learning Plan should guide the selection and practice of your clinical social work learning tasks. It is imperative to use the learning plan to identify topics for supervision and your seminar classes. Your field instructor and Field Director need to understand your field activities and know how you are connecting the activities with the behaviors. By doing so, we are working together to help you make connections between the academic work occurring in the classroom and the practice of social work in agency settings.

On or before the due date in the syllabus, submit your Field Learning Plan in IPT. Your field instructor and Field Director will take one of two actions. They will approve your plan or ask for revisions. Once revisions are acceptable, they will approve your plan.

For students, check and date at the time of submission. For the field instructor and Field Director, check and date approving the plan. For revisions, check the "revisions suggested" then identify the needed revisions.

<input type="checkbox"/>	Student submitted acceptable plan.	Date	_____
<input type="checkbox"/>	Field instructor approves the plan.	Date	_____
<input type="checkbox"/>	MSW Director of Field or SW Field Faculty approves the plan.	Date	_____
<input type="checkbox"/>	Field instructor suggests revisions.	Date	_____
<input type="checkbox"/>	MSW Director of Field or SW Field Faculty suggests revisions.	Date	_____
<input type="checkbox"/>	Revisions suggested:		

A signature indicates approval of the Field Learning Plan.

Student Signature \_\_\_\_\_  
Field Instructor Signature \_\_\_\_\_  
MSW Field Director or SW Field Faculty Signature \_\_\_\_\_

**Mid-Evaluation for SOWK 6024 Field Instruction & Seminar IV**

This evaluation occurs between Weeks 7 – 10 of each semester. The mid-evaluation requires the students to earn a number of field hours and receive scores of developing and standard performance. More specifically, students should have:

- Accumulated at least 375 hours during the semester in the field agency
- Worked with clients or constituencies at 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- If an evaluative score is a 1, 2 or N/A was given, then the student and field instructor create a written plan to remedy the situation. Write the plan in the box “mid-evaluation plan for SOWK 6024.”

At the mid-evaluation site visit, the field instructor, student, and Director of Field complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus of the next 8 weeks? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

A signature indicates acceptance of the mid-evaluation including any additional plans.

Field Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_  
 MSW Field Director or SW Field Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

The student must read and check one of the following.

- I have read the evaluation and am in agreement with it.  
 I have read the evaluation and am attaching my written response.

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

**Final Evaluation & Grade for SOWK 6024 Field Experience & Seminar IV**

This evaluation occurs at the end of the semester. The final evaluation requires the students to earn a specific number of field hours and receive scores of standard performance or higher. More specifically, students should have:

- Accumulated at least 500 hours in the field agency
- Worked with clients for at 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- Average of all the behavior scores is 3.0 or higher

At the final evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus for the professional career of the student? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

Check if the evaluation criteria is present.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- Earn at least 500 hours in field agency
- Worked directly with clients and constituencies for at least 250 hours
- Received scores of 3, 4, or 5 on evaluation from field instructor
- Average score of all behavior scores was 3.0 or higher

If a "no" response is present, check the applicable response.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- The student does not receive a passing grade in SOWK 6024 *Field Experience & Seminar IV*.
- The student may continue with field with a Student Development Plan.
- Other (please specify):

A signature indicates acceptance of the final evaluation including any additional plans.

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

The student must read and check one of the following.

<input type="checkbox"/>
<input type="checkbox"/>

- I have read the evaluation and am in agreement with it.
- I have read the evaluation and am attaching my written response.

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

The course grade is the average of the final evaluation on the Field Learning Plan and the grade for all the assignments in the seminar class. In other words, 50% of the course grade is from the final field evaluation and 50% is from the field seminar assignments. The grading formula is in the field seminar syllabus and at the end of the Field Learning Plan.

The final course grade uses the following scoring table.

Final Evaluation from Field Learning Plan	Seminar Assignments	Final Grade for SOWK 5024
Average points on final evaluation using 5.0 scale = _____	Seminar letter grade = _____	Final evaluation quality points for letter grade on 4.0 scale = _____
Final evaluation letter grade = _____	Quality points for letter grade on 4.0 scale = _____	Seminar quality points for letter grade on 4.0 scale = _____
Quality points for letter grade on 4.0 scale = _____		Average of two scores = _____

Grade	5.0 Scale	4.0 Quality Points	4.0 Scale
A	5.0 to 4.6	4.0	4.0 to 3.68
A-	4.5 to 3.8	3.67	3.67 to 3.35
B+	3.7 to 3.5	3.34	3.34 to 3.01
B	3.4 to 3.1	3.0	3.0 to 2.68
B-	3.0 to 2.8	2.67	2.67 to 2.35
C+	2.7 to 2.5	2.34	2.34 to 2.01
C	2.4 to 2.1	2.0	2.0 to 1.68
C-	2.0 to 1.1	1.67	1.67 to 1.35
D/F	1.0 to 0.0	1.35	1.35 to 0.00

		Final grade for SOWK 5024 on 4.0 scale = ____
--	--	---

## Appendix A. 6 Acknowledgement of Risks in the Field Experience

Since your safety is important, this document informs you of the potential risks associated with your field experience and offers suggestions about how to take safety precautions.

1. **Environmental safety precautions for office visits, home visits, after-hour activities, and institutional settings.** Students may work with clients who become agitated, hostile, or irrational or be under the influence of substances. These situations may occur during office visits, home visits, and after-hour activities or in institutional settings. Therefore, students should become knowledgeable about agency policy and procedures for working with clients who threaten to harm self or others.

Students should discuss safety precautions with their field instructor during their orientation to the field agency and supervision. In the event a client becomes threatening to others, students should know who needs notification, how to alert these individuals, and what to do for the safety of self and others. If students feel unsafe, they should ask their field instructors or other staff people to accompany them during a visit.

Home visits expose students to safety risks. Students should be cognizant of threatening animals, the presence of illegal drugs, or individuals who may be under the influence of drugs and alcohol or become agitated, hostile, or irrational. Before going on a home visit, someone at the agency should know when the students are departing, where they are going, and the estimated time of return. If at any point during the home visit, students feel uncomfortable or threatened, they should end the visit, return to the agency, and report your experiences to their field instructor.

Some social service agencies have activities occurring after normal office hours, before sunrise, or after sunset. Students should always be aware of the location or neighborhood where such activities take place. They should note street lighting and open spaces where vision is not impaired. If students are walking to their vehicle in the dark, they should ask a staff member or field instructor to accompany them. Most

2. **Health care precautions.** Students should discuss the following health care precautions with their health care provider.
  - **TB skin test (PPD-S).** TB has seen an increase in recent years. If students anticipate a field placement in an agency serving populations at risk for TB, then students should ask their health care provider about taking the PPD-S. In some cases, the field agency require the test.
  - **Hepatitis-B vaccine.** If students anticipate a field placement where the chance are great for being exposed to blood-borne pathogens, then students should ask their health care provider about receiving the vaccine. This vaccine typically involves a series of three injections over 6-months. The second injection is 1-month following the first with the third coming 5 months later. Given the time requirements for this protection, students should seek the advice of their health care provided in advance.
3. **Professional liability insurance.** Students must purchase professional liability insurance and submit a copy of the proof of insurance. Coverage is available through membership in the [National Association of Social Workers \(NASW\)](#) or [National Association of Christians in Social Work \(NACSW\)](#). Online, membership applications are available through the organization's web sites. Because of the time required for processing membership applications, the student should allow ample time to receive the proof of insurance. Once the students receive their coverage sheet showing proof of insurance, they upload the document in IPT.

Students must competently practice within the scope of their acquired knowledge and skills. If presented with a situation outside of their competency level or they have questions about how to handle situations, they should ask their field instructors for guidance.

The following **vehicle and transportation policies** cover students activities related to the field experience.

4. Students are responsible to provide their own transportation to and from the field agency.
5. At times, students may use their personal vehicle for agency related activities not involving clients; however, students should inquire about if and how the agency compensates them for using their personal vehicles for agency related business.
6. Students should not use their personal vehicle to transport clients until they:
  - a. Ask for an agency vehicle or if other staff members are available to transport clients. This solution is preferable to a student transporting clients in their personal vehicles.
  - b. If the field agency insists a student transports clients in a personal vehicle, then a student must immediately notify the MSW Field Director, check with their insurance carrier for coverage to transport clients, and submit a completed Exception to Client Transport form (see Appendix I.G) to the Director. Note: Students who are transporting clients are legally responsible, and insurance carriers may deny accident claims when they discover the student is acting as a "conveyance" for a business.
  - c. If the field agency insists a student transport clients in a personal vehicle and a student does not wish to do so, the student must immediately notify the MSW Field Director and submit a completed Exception to Client Transport form (see Appendix I.G) to the Director.

I have read the above, and understand that the field experience does present some risks not all of which have been named. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to inform myself of agency policy and practices regarding the above situations.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
MSW Field Director Signature

\_\_\_\_\_  
Date

## A.7 – Exception to Client Transportation Acknowledgement

### Use of Personal Automobile in Field Practicum

The Southeastern University Social Work Program advises in its Field Manual that all student interns are discouraged from transporting clients in their personal automobiles during the completion of their practicum requirements. In the event of an accident, students who are transporting clients are legally responsible and insurance carriers may deny the claim when they discover that the student is acting as a "conveyance" for a business. The Southeastern University Social Work Program allows an exception to policy when the requirements of the practicum require a student to transport clients as part of their field practicum duties; however, students must agree to the conditions outlined in this document before accepting a field practicum with this requirement.

If you will be transporting clients in a car, check the following:

- The ages of any children you may be transporting. Arrange for car seats for young children.
- The number and condition of seat belts.
- The travel resources in your car. Have a current street map of the metro area and practice using the map prior to independent home/community visits.
- Whether your car is equipped for emergencies. Equipment that may be needed includes a spare tire (and the necessary changing equipment), ample fuel, and battery cables. If your work will involve extensive travel, consider obtaining emergency roadside assistance coverage.
- Insurance coverage. Adjustments may be needed to ensure coverage for clients transported in your personal vehicle. Before using an agency vehicle, verify that students and volunteers are covered by the policy carried by the agency.
- Keep only necessary keys on your key ring. Consider obtaining a two-part key ring that allows you to detach a portion that contains your car keys.

Please carefully read this *Exception to Client Transport* form, check all boxes indicating your understanding of the specific issues and requirements, complete all parts of the form, sign, date, and return to your assigned Field Director before transporting clients during the field practicum.

I understand that Southeastern University does not provide liability or medical coverage for use of my personal automobile as part of my field practicum duties.

I understand that automobile insurance coverage for the transportation of clients may require an upgraded insurance policy and I agree to check with my insurance company for further clarification.

I agree not to transport clients if any of the following conditions exist:

- My auto insurance is not active
- My auto insurance policy coverage does not include the use of my vehicle for the purposes of transporting agency clients during a field practicum
- My vehicle registration has expired
- My driver's license is suspended or revoked
- I am using a vehicle not owned by me
- I am under the influence of a legal or illegal substance that affects my ability to drive safely

My signature is evidence the boxes checked above contain accurate information. Additionally, I understand that my personal automobile insurance will be the primary insurance in the event of an accident related claim while performing my field practicum duties. I also understand other field placement options not requiring client transportation can be requested.

---

Student – print name

---

Student signature

---

Date



## **Appendix B – Field Seminar Worksheets**

Note: Appendix II contains two examples of worksheets, which students complete for the seminar course. The purpose of the seminar class is to bridge classroom learning with the field experience. In other words, students apply and adapt the theoretical and conceptual knowledge learned in their academic courses to the field tasks identified in the Field Learning Plan & Evaluation Form. The students are responsible for using the worksheets as discussion points during supervision.

## Appendix B.1 - Orientation Worksheet SOWK 6014 Field Experience & Seminar III

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

**Date:** \_\_\_\_\_

**Purpose:** A thorough orientation to the field agency and field agency's community is critical for a successful field experience. The Orientation Worksheet provides basic suggestions for the orientation; however, the Field Instructor may provide additional tasks.

**Competencies:** This field learning activity measures competencies 6 & 7.

**Directions:** Complete the Orientation Worksheet during the first week in field. Page 1 requires a check mark to indicate completion. Page 2 requires a **typed** reflection, definition of clinical social work, and identification of a professional goal. Type your responses in the textboxes. The textboxes expand as you type. Bring this completed worksheet to the seminar class where you are meeting in small groups. After the small group session, submit the worksheet on the due date.

### Agency Information

**Check after review of the following agency information or completion of orientation tasks**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Mission, vision, goals | <input type="checkbox"/> Policy manuals           | <input type="checkbox"/> Accrediting organizations    |
| <input type="checkbox"/> History                | <input type="checkbox"/> Address, phone, web site | <input type="checkbox"/> Funding sources              |
| <input type="checkbox"/> Organizational chart   | <input type="checkbox"/> Building map             | <input type="checkbox"/> Referring agencies           |
| <input type="checkbox"/> Programs or services   | <input type="checkbox"/> Staff break room         | <input type="checkbox"/> Community surrounding agency |
| <input type="checkbox"/> Clients served         | <input type="checkbox"/> Agency tour              | <input type="checkbox"/> Staff introductions          |

**Check after review of the following agency policies**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Approved abbreviation list   | <input type="checkbox"/> Client rights          | <input type="checkbox"/> Confidentiality (HIPPA and/or FERPA) |
| <input type="checkbox"/> Conflict of interest         | <input type="checkbox"/> Discrimination         | <input type="checkbox"/> Documentation                        |
| <input type="checkbox"/> Dress code                   | <input type="checkbox"/> Holiday schedule       | <input type="checkbox"/> Informed consent                     |
| <input type="checkbox"/> Mandatory reporting laws     | <input type="checkbox"/> Release of information | <input type="checkbox"/> Reporting emergencies                |
| <input type="checkbox"/> Reporting illness or absence | <input type="checkbox"/> Required trainings     | <input type="checkbox"/> Sexual harassment                    |
| <input type="checkbox"/> Social media use             | <input type="checkbox"/> Technology use         | <input type="checkbox"/> Weather closures                     |

**Check after review of the following policies and procedures related to social work field students:**

In other words, as a social work field student do you need or are you able to do the following?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Agency vehicle use                              | <input type="checkbox"/> Background checks    | <input type="checkbox"/> Drug testing            |
| <input type="checkbox"/> Emergency contact info                          | <input type="checkbox"/> Medical exams        | <input type="checkbox"/> Mileage reimbursement   |
| <input type="checkbox"/> Personal cell phones                            | <input type="checkbox"/> Transporting clients | <input type="checkbox"/> Vaccinations (proof of) |
| <input type="checkbox"/> Written and verbal disclosure of student status |   |  |

### Safety Policies and Procedures

**Check after review of the following risk management policies and procedures. The student should know how to respond during each situation.**

The student should know how to respond during each situation.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Active shooter                                      | <input type="checkbox"/> Agitated or violent person | <input type="checkbox"/> Bomb threat           |
| <input type="checkbox"/> Crisis intervention                                 | <input type="checkbox"/> Fire                       | <input type="checkbox"/> Home visit safety     |
| <input type="checkbox"/> Institutional liability                             | <input type="checkbox"/> Injury – medical emergency | <input type="checkbox"/> Working after dark    |
| <input type="checkbox"/> Security contact                                    | <input type="checkbox"/> Tornado - hurricane        | <input type="checkbox"/> Universal precautions |
| <input type="checkbox"/> Contact person if field instructor is not available |   |  |

### Student's Space

**Check after review of the following information:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Computer usage area     | <input type="checkbox"/> Mail box                     | <input type="checkbox"/> Office supplies            |
| <input type="checkbox"/> Phone message retrieval | <input type="checkbox"/> Place to put personnel items | <input type="checkbox"/> Working place with privacy |
| <input type="checkbox"/>                         | <input type="checkbox"/>                              | <input type="checkbox"/>                            |

\_\_\_ Other:

### **Supervision**

***Field instruction is a guided, academic experience that occurs under the supervision of the Field Instructor. In order to maximize the use of supervision, the Field Instructor and student have discussed the following:***

___ Communication style	___ Concerns	___ Evaluation: feedback delivery
___ Expectations	___ Goals: field & professional	___ Supervisory style
___ Weekly supervision time	___ Use of supervision	___ Other:
___	___ worksheet	___

### **Reflection on Clinical Social Work Practice**

SOWK 6014 Field Instruction & Seminar III and SOWK 6024 Field Instruction & Seminar IV require the practice of clinical social work. Over the course of the next week, observe at least six clinical social work interactions. Discuss your observations with your field instructor then write a one to two paragraph reflection for each of the observations. Information to include is:

- Briefly describe the client including diversity factors such as age, class, color, culture, disability, ethnicity or national origin, gender, marital status, race, religion/spirituality, sexual orientation, tribal sovereign status, or veteran status
- Explain the time frame and place where the client and clinical social worker interacted
- Identify the role of the clinical social worker
- Describe the observed parts of the change process such as engagement, assessment, diagnosis, planning, intervention, and evaluation of practice
- Articulate how the clinical social worker determined the client's readiness to change
- Describe the use of evidence-based knowledge and skills
- Explain how the agency evaluates clinical practice

### **Definition of Clinical Social Work Practice**

Based on information from the required readings and your reflection, write a one-paragraph definition clinical social work practice in your field agency.

### **Professional Goal**

Based on your definition of clinical social work practice, what intrigues you? Write your response as a professional goal by saying, "I would like to learn more about . . ."

## Appendix B.2 - Supervision Worksheet SOWK 6014 Field Experience & Seminar III

<b>Name:</b>	<b>Date:</b>
--------------	--------------

**Purpose:** Professional use of supervision begins by understanding the role of and professional boundaries between the field instructor and a student. The worksheet encourages self-discovery about the social work ethics regarding use of supervision and explores the best ways to obtain the most benefits from supervision.

**Competencies:** This field learning activity measures competencies 1, 6 & 7.

**Directions:** Complete the Supervision Worksheet during the third week in field. In order to complete the worksheet, **type** your responses in the boxes below the questions. The textboxes expand as you type. Bring this completed worksheet to the seminar class where you are meeting in small groups. After the small group session, submit the worksheet on the due date.

### Field Instructor Roles

One of your required readings was a handout on the four roles of a field instructor. This handout is also in the 2019-202 MSW Field Manual, Appendix III.D Field Instructor Roles. Discuss each role with your field instructor then note the responsibilities of your field instructor in relationship to your field experience.

Field Instructor Role	My field instructor's responsibilities in relation to my field experience
<b>Administrator</b>	
<b>Educator</b>	
<b>Supporter</b>	
<b>Evaluator</b>	

### Taking Ownership of My Own Learning: Becoming a Self-Directed Learner

As clinical social workers, we should be curious about life, people, and places. In order to help our clients, we must be curious about who they are and their life circumstances. This discussion is about your plan to be curious and embrace learning in your field experience. Briefly introduce your required reading to your field instructor. The required reading is:

Rutledge, N. (2011). Making the workplace (or field placement) work for you. Retrieved from [https://www.socialworker.com/feature-articles/field-placement/Making\\_the\\_Workplace\\_%28or\\_Field\\_Placement%29\\_Work\\_for\\_You/](https://www.socialworker.com/feature-articles/field-placement/Making_the_Workplace_%28or_Field_Placement%29_Work_for_You/).

Following the example of Rutledge, talk with your field instructor about what helps them continue to be a life-long learner. Next, share what you will do to become a self-directed, curious learner. Hint: Similar to Rutledge (2011), you may want to make a list then discuss the list with your field instructor.

Field Role	What you will do to be a curious, self-directed, life-long learner
<b>Field Instructor</b>	
<b>Student</b>	

### Having Difficult Conversations

One of the most difficult tasks in a field instructor – student relationship is having difficult conversations. These discussions create stress, tension, or conflict inside of us. At times, we may want to avoid the discussions.

During your field experience, you will have challenging learning experiences. For example, you may not understand or disagree with what happens in a staff meeting. Clients also present situations where difficult situations are necessary. When you experience these learning opportunities, seek the guidance of your field instructor.

In anticipation of those situations, briefly introduce your required reading to your field instructor. The required reading is:

Huber, T. (2019). Having difficult but necessary conversations with your social work field instructor. The New Social Worker. Retrieved from <https://www.socialworker.com/feature-articles/field-placement/having-difficult-but-necessary-conversations-with-your-social/>.

Next, discuss with your field instructor how they have difficult conversations. Finally, ask your field instructor how you should approach them if you need to discuss a difficult situation.

Role	Note difficult conversations skills
Field Instructor	
Me	

**Reflection on the Use of Supervision in Clinical Social Work Practice**

SOWK 6014 Field Instruction & Seminar III and SOWK 6024 Field Instruction & Seminar IV require the use of supervision to improve your practice of clinical social work. Over the course of the next week, use your supervision time to become more aware of your strengths, challenges, and needs as a curious, self-directed, life-long learner. In the following space, note two to three ideas about how you will use supervision to enhance your field learning experience.

## **Appendix C – Teaching & Learning Resources**

Note: Appendix III contains teaching and learning resources useful for developing field tasks, focusing supervision discussions, and teaching about social work practice.

## Appendix C.1 - Generalist Social Work Practice: Course Sequence & Descriptions

### Course Sequence

#### Fall- First Year

- SOWK 5021- Academic Writing at the Graduate Level (1 hour)
- SOWK 5043- Foundations of Social Work Practice (3 hours)
- SOWK 5073- Interviewing and Helping Skills (3 hours)
- SOWK 5013- Generalist Practice with Individuals and Families (3 hours)
- SOWK 5023- Human Behavior and the Social Environment (3 hours)

#### Spring- First Year

- SOWK 5053- Engaging Diversity and Difference in Practice (3 hours)
- SOWK 5083- Social Welfare Policy (3 hours)
- SOWK 5063- Methods of Social Work Research (3 hours)
- SOWK 5033- Generalist Practice with Groups, Communities, and Organizations (3 hours)

#### Summer- First Year

- SOWK 5014 Field Experience/Seminar I (4 hours)
- SOWK 5024 Field Experience/Seminar II (4 hours)

#### Fall -Second Year

- SOWK 6014- Field Experience/Seminar III (4 hours)
- SOWK 6043- Psychopathology (3 hours)
- SOWK 6013- Advanced Clinical Practice with Individuals (3 hours)
- SOWK 6023- Advanced Clinical Practice with Couples, Children, and Families (3 hours)
- SOWK 6053- Trauma Informed Clinical Practice (3 hours)

#### Spring- Second Year

- SOWK 6024- Field Experience/Seminar IV (4 hours)
- SOWK 6063- Evaluation of Social Work Practice (3 hours)
- SOWK 6033- Advanced Clinical Practice with Groups (3 hours)
- SOWK 6073- Social Work Administration and Leadership (3 hours)
- SOWK 5XX3- Clinical Practice Elective (3 hours)

### Course Descriptions

**SOWK 5013 Generalist Practice with Individuals and Families** (3 hours) - This generalist practice course prepares students to apply the Generalist Intervention Model to develop strengths-based approaches for engagement, assessment, intervention and evaluation with individuals and families. Evidence-based theoretical frameworks and models for working with individuals and families are explored. The course uses case studies, role-plays, and small group work to enable students to actively engage in applying the planned change process to realistic situations encountered in the field. Students are challenged to use critical thinking to apply relevant theoretical frameworks, assess individual and family situations, and make decisions regarding appropriate interventions, as well as how to evaluate those interventions.

**SOWK 5014 Field Experience/Seminar I** (4 hours) - This course provides an educationally directed practicum, introducing the student to agency-based social work practice. The student completes 200

hours in a social service setting, engaging in direct social work practice, under the guidance of a professional social worker. The student begins to integrate theory and practice and demonstrates beginning social work practice behaviors. Concurrently, the field seminar provides an opportunity to discuss practicum experiences with other students and to integrate social work theories with practice. Students discuss field experiences, agency contexts, and assessment of client strengths and needs.

**SOWK 5021 Academic Writing at the Graduate Level** (1 hour) - This course prepares students to engage in effective written communication for graduate education. Importance is placed on academic writing in social work to identify and build upon the work of reliable authors. This course employs guidelines set by the current Publication Manual of the American Psychological Association (APA) style for writing style, references, and citations.

**SOWK 5023 Human Behavior and the Social Environment** (3 hours) - This course focuses on skill development in assessment and intervention, using a “person-in-environment” perspective throughout the life cycle. Social work theories, including ecological systems theory, will be explored. This foundational social work course is aimed at helping students acquire basic knowledge of human functioning and is a study of the interaction of biological, psychological, sociological, cultural, spiritual, and systemic influences on human functioning.

**SOWK 5024 Field Experience/Seminar II** (4 hours) - This course is a continuation of SOWK 5014, with the student completing an additional 200 hours in the same social work practicum agency. This course provides continued experience in generalist social work practice under the supervision of a professional social worker. Concurrently, the field seminar provides an opportunity to discuss practicum experiences with other students and to integrate social work theories with practice. Students discuss field experiences, agency contexts, and biopsychosocial assessment of clients. Students must demonstrate all social work competencies designated by the Council on Social Work Education.

**SOWK 5033 Generalist Practice with Groups, Communities, and Organizations** (3 hours) - This generalist practice course prepares students to apply evidence-based theoretical frameworks and interventions while utilizing a strengths-based perspective to engage, assess, intervene, and evaluate practice with groups, communities, and organizations.

**SOWK 5043 Foundations of Social Work Practice** (3 hours) - This introductory course surveys the historical, philosophical and ethical foundations of the social work profession with an emphasis on adhering to professional values and understanding theoretical frameworks for practicing social work. Students will develop the personal, professional, ethical, and intellectual foundations necessary for practicing social work. Attention is given to the various practice settings found within the social work profession and the roles/responsibilities that social workers and social welfare policies hold within each setting.

**SOWK 5053 Engaging Diversity and Difference in Practice** (3 hours) - This course examines the complex nature of culture and personal identity, explores populations-at-risk, and encourages students to understand and appreciate diversity. An emphasis is placed on cultural competence, awareness of the patterns of power, privilege, and oppression experienced by diverse cultures, and skills relevant to engaging diversity and difference in social work practice. Students examine personal and social work values and their intersectionality with 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. Through experiential learning, assimilation projects, and analytical approaches, students will explore various theoretical perspectives to develop cultural competence.



**SOWK 5063 Methods of Social Work Research** (3 hours) - This course prepares students to become effective consumers and producers of research. Students critically evaluate social work research and its application to social work practice with individuals, groups, communities, and organizations. Topics include: the scientific method of inquiry; research sampling, design, and data collection; ethical issues in social work research; conceptualization and operationalization of research studies; quantitative, qualitative, and mixed-methods of inquiry; and bivariate and univariate statistical analysis and interpretation.

**SOWK 5073 Interviewing and Helping Skills** (3 hours) - This generalist practice course facilitates the development of the interpersonal and communication skills that are foundational to each level of social work practice. A primary focus of the course is on providing students with opportunities for role-play and experiential learning experiences that will facilitate their ability to apply the skills learned through practice. Students are encouraged to develop self-awareness through reflection on their current practices and opportunities to improve their skills. Students explore the impact of diversity on communication styles and help-seeking behaviors. Taken concurrently with SOWK 5013, students integrate content on individuals and families with helping skills gained in this course.

**SOWK 5083 Social Welfare Policy** (3 hours) - This course surveys the history of social welfare as an institution and current state of social welfare programs in America. Attention is given to the analysis of social, economic, environmental, and political forces that shape current policies and programs, including the values and ethics impacting policy. This course encourages critical thinking and explores analytical approaches to contemporary social welfare issues, policies, and programs. Strategies that influence organizational, local, state, and federal policy formation will be explored.

## Appendix C.2 - Clinical Social Work Practice: Course Sequence & Descriptions

### Course Sequence

#### Fall

- SOWK 5021- Academic Writing at the Graduate Level - 1 hour (only required for advanced-standing students who completed baccalaureate degrees more than 5 years prior to admission or are provisionally admitted to the Advanced Standing MSW Program with this course requirement)
- SOWK 6014- Field Experience/Seminar III (4 hours)
- SOWK 6043- Psychopathology (3 hours)
- SOWK 6013- Advanced Clinical Practice with Individuals (3 hours)
- SOWK 6023- Advanced Clinical Practice with Couples, Children, and Families (3 hours)
- SOWK 6053- Trauma Informed Clinical Practice (3 hours)

#### Spring

- SOWK 6024- Field Experience/Seminar IV (4 hours)
- SOWK 6063- Evaluation of Social Work Practice (3 hours)
- SOWK 6033- Advanced Clinical Practice with Groups (3 hours)
- SOWK 6073- Social Work Administration and Leadership (3 hours)
- SOWK 5XX3- Clinical Practice Elective (3 hours)

### Course Descriptions

**SOWK 6013 Advanced Clinical Practice with Individuals** (3 hours) - Building upon the foundation of generalist social work practice, this advanced clinical course emphasizes the application of multiple theoretical orientations and evidence-based practice models for assessment and intervention with individuals. Strengths-based strategies for working with diverse populations and within a broad array of practice contexts are addressed.

**SOWK 6014 Field Experience/Seminar III** (4 hours) - This practicum experience requires the student to complete 250 hours in an approved social work agency with an approved MSW supervisor. The specialization field experience requires that the student utilize clinical practice skills in the social work practice setting, thus strengthening the student's emerging identity as a social work practitioner. Concurrently, students will participate in field seminar, which requires that students discuss theoretical frameworks and practice methods, as they apply to cases that are presented in the classroom. As a capstone course, students begin a clinical practice portfolio, which demonstrates their proficiency in the accomplishment of all of the competencies and behaviors required by the Council on Social Work Education for master's level social work practitioners. Students are exposed to all ten competencies during this course.

**SOWK 6023 Advanced Clinical Practice with Couples, Children, and Families** (3 hours) - This advanced clinical course explores evidence-based theories and strengths-based intervention strategies for use with couples, children and/or families. Issues of gender, ethnicity, empowerment, and multiculturalism are explored. Family-centered interventions include skills that mitigate the effects of trauma, family transitions, oppression, and social and economic injustices on families. Interventions to assist children navigating substantial changes, including loss and harm within the family system will also be explored.

**SOWK 6024 Field Experience/Seminar IV** (4 hours) - This course is a continuation of SOWK 6014, with the student completing an additional 250 hours in the same social work practicum agency. This

course provides continued experience in gaining clinical expertise in assessing, intervening and evaluating individuals, families, groups, organizations and communities. This course further strengthens the student's emerging identity as a social work practitioner.

**SOWK 6033 Advanced Clinical Practice with Groups** (3 hours) This advanced clinical course is an examination of group work practice with clients experiencing a variety of social, emotional, and/or psychological circumstances. Using the classroom as an experiential learning laboratory, students will apply various theoretical perspectives and intervention strategies to successfully plan, implement, and facilitate groups across a diversity of practice settings

**SOWK 6043 Psychopathology** (3 hours) - This course is a critical examination of mental health assessment, diagnosis, and intervention. Recognizing indicators of mental disorders, the context in which they occur, and identifying diagnostic criteria of mental health disorders, as described in the Diagnostic and Statistical Manual is emphasized. Students will explore biopsychosocial etiologies and their relationship to clinical assessment, diagnosis, intervention and prognosis. Particular attention is given to the relationship between the social environment, cultural influences, and emotional and mental health.

**SOWK 6053 Trauma Informed Clinical Practice** (3 hours) - This course addresses trauma-informed concepts with an emphasis on the strengths and resilience of clients experiencing traumatic stress. The evaluation of evidenced-based models and implementation of multidimensional assessment and intervention is explored. Biological, psychological, emotional, social, cultural, familial, and environmental influences that contribute to traumatic stress are examined. Particular attention is given to the impact of vicarious trauma and the importance of self-care for those who provide trauma-informed care.

**SOWK 6063 Evaluation of Social Work Practice** (3 hours) - Building on content acquired in "Methods of Social Work Research," this course focuses on the evaluation of direct social work practices, processes, and outcomes at the micro, mezzo, and macro levels. Students will examine the implementation of the single system and group designs to measure and evaluate client goals, progress, and interventions. Program evaluation methods will also be explored. The ethical implications, responsibilities, and limitations of using research to inform clinical practice and using practice to inform social work research will be explored.

**SOWK 6073 Social Work Administration and Leadership** (3 hours) - This practice course explores the theories, models of supervision, and fundamental skills of leadership and administration evident in social service organizations. A variety of topics will be addressed to promote effective administrative skills including emotional intelligence, leadership styles, conflict management, power and influence, team building and group facilitation, establishing collaborative relationships with internal and external constituents, and fundraising. Students will also engage in a personal exploration of leadership styles and skills including strengths and areas for growth.

## Appendix C.3 – MSW Program Student Excellence Standards

As a professional program, expectations for student success exceed academic merit. In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Social Work Program provides ongoing evaluation of student performance in four general areas:

1. Basic Abilities to Acquire Professional Skills
2. Mental and Emotional Abilities
3. Professional Performance Skills
4. Scholastic Performance

These basic skills and abilities serve as the foundation upon which the professional curriculum will build. These standards have been adapted with permission from the University of Texas Standard for Social Work Education.

### 1. Basic Abilities Necessary to Acquire Professional Skills

- a. Communication Skills - Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.
  - i. Written
    - Writes clearly
    - Uses correct grammar and spelling
    - Applies appropriate writing style, including American Psychological Association (APA) referencing, with appropriate source citation and documentation
    - Demonstrates sufficient skills in written English to understand content presented in the program
    - Adequately completes all written assignments, as specified by faculty
  - ii. Oral
    - Effectively and sensitively communicates with other students, faculty, staff, clients, and professionals
    - Expresses ideas and feelings clearly
    - Demonstrates willingness and ability to listen to others
    - Demonstrates sufficient skills in spoken English to understand content presented in the program
    - Adequately completes all oral assignments and meets the objectives of field placement experiences, as specified by faculty
  - iii. Technology
    - Applies the rules of respectful communication when using technology ([Netiquette](#))
- b. Interpersonal Skills
  - i. Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others
  - ii. Takes appropriate responsibility for own actions and considers the impact of these actions on others
- c. Cognitive Skills
  - i. Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field
  - ii. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research, including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice

## 1. Basic Abilities Necessary to Acquire Professional Skills

- iii. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice

## 2. Emotional and Mental Abilities

### a. Stress Management

- i. Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms
- ii. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others

### b. Emotional and Mental Capacities

- i. Uses sound judgment
- ii. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance
- iii. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
  - compromise scholastic and other performance
  - interfere with professional judgment and behavior
  - jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers)

## 3. Professional Performance Skills

### a. Professional Commitment

- i. Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the [NASW Code of Ethics](#)
- ii. Demonstrates a commitment to the essential values of social work, including the respect for the dignity and worth of every individual, importance of human relationship, and his/her right to a just share of society's resources (social, economic, and environmental justice)

### b. Professional Behavior

- i. Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community
- ii. Appearance, dress, and general demeanor reflect a professional manner
- iii. Shows potential for responsible and accountable behavior to practice within the scope of social work by:
  - respecting others
  - being punctual and dependable
  - prioritizing responsibilities
  - attending class regularly
  - observing deadlines
  - completing assignments on time
  - keeping appointments or making appropriate arrangements
  - accepting supervision and criticism in a positive manner
- iv. Works effectively with others, regardless of authority level
- v. Advocates for self in an appropriate and responsible manner and uses proper channels for conflict resolution
- vi. Shows a willingness to accept feedback and supervision in a positive manner, as well as to use such feedback to enhance professional development

### c. Self-awareness

### 3. Professional Performance Skills

- i. Shows awareness of self and how one is perceived by others
  - ii. Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships
  - iii. Accurately assesses one's own strengths, limitations, and suitability for professional practice
  - iv. Reflects on one's own limitations as they relate to professional capacities
  - v. Is willing to examine and change behavior when it interferes in working with clients and other professionals
- d. Ethical Obligations
- i. Demonstration of adherence to the ethical expectations and obligations of professional practice as noted in the NASW Code of Ethics
  - ii. Systematic evaluation of clients and their situations in an unbiased, factual way
  - iii. Suspension of personal biases during interactions with others
  - iv. Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship
  - v. Appreciation of the value of diversity
  - vi. Effective and nonjudgmental work with others who are different from oneself
  - vii. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system
  - viii. No imposition of personal, religious, sexual, and/or cultural values on clients
  - ix. Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination
  - x. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement
  - xi. Demonstration of honesty and integrity by:
    - being truthful about background, experiences, and qualifications
    - doing one's own work
    - giving credit for the ideas of others
    - providing proper citation of source materials
  - xii. Demonstration of clear, appropriate, and culturally sensitive boundaries
  - xiii. A history of and/or current charges and/or convictions of an offense may impact admission and status in the program as well as create challenges with obtaining a field placement
  - xiv. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

### 4. Scholastic Performance

- a. Maintain a cumulative 3.0 or higher grade point average
- b. Earn grade of B (B-, B or B+) or above in all social work courses
- c. Upholds academic integrity by doing own work and giving credit where credit is due. Accurate use of APA writing style helps avoid plagiarism. Academic integrity is not engaging in plagiarism or cheating.

## Appendix C.4 - Field Instructor Roles: Administrator, Educator, Supporter & Evaluator

**Purpose:** Understand the multiple roles and responsibilities of a field instructor

Role	Administrative	Educational	Supportive	Evaluation
<b>Focus</b>	<b>Executive-Managerial</b>	<b>Cognitive-Task</b>	<b>Affective-Relationship</b>	<b>Evaluation</b>
<b>Description</b>	Responsible for management of student's field placement	Responsible for teaching knowledge, values, and skills necessary to practice generalist social work	Responsible for helping student adjust to field-related stress and to build professional relationship	Responsible for evaluation of student
<b>Tasks</b>	<ul style="list-style-type: none"> <li>• Selection of student</li> <li>• Develop orientation plan</li> <li>• Plan, coordinate, and assign student work</li> <li>• Apply stages of field education</li> <li>• Complete field paperwork</li> <li>• Monitor risk management issues</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate theory to practice</li> <li>• Instruct on application of social work techniques</li> <li>• Provide training and role modeling</li> <li>• Share experiences and training</li> <li>• Help develop solutions</li> <li>• Suggest challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Establish professional relationship</li> <li>• Discuss boundaries, power dynamics, and diversity issues</li> <li>• Provide reassurance and empathy</li> <li>• Recognize achievements</li> <li>• Strengthen assets</li> <li>• Relieve anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate student work</li> <li>• Provide feedback</li> <li>• Use Student Learning Plan</li> </ul>
<b>Roles</b>	Administrator, Advocate	Teacher	Supporter	Evaluator
<b>Role Model</b>	Efficient worker	Competent worker	Compassionate worker	Effective Worker
<b>Power</b>	Position, reward, coercion	Expertise	Referent	Reward, coercion
<b>Student Needs</b>	Structure	Application of knowledge and values	Professional relationship building skills	Honest feedback about strengths and challenges

### Reference List

- Bogo, M. (2010). *Achieving competence in social work through field education* (2<sup>nd</sup> ed.). University of Toronto Press.
- Bogo, M., & Vayda, E. (1998). *The practice of field instruction in social work theory and practice* (2<sup>nd</sup> ed.). University of Toronto Press.
- Kadushin, A., & Harkness, D. (2010). *Supervision in social work* (5<sup>th</sup> ed.). New York: Columbia University Press.

## Glossary

<b>Field</b>	Field education is the signature pedagogy of social work education. Other terms associated with field are field experience, field instruction, and field practicum. Regardless of the terminology, field education is a bridge between the academic learning in the classroom and the real life experiences in social work practice. In other words, students apply and adapt theoretical and conceptual knowledge to field experiences. According to the Council of Social Work Education (CSWE), field education occurs in agency-based settings reinforcing a professional identification with the purpose, values, and ethics of the profession.
<b>Field Agency</b>	The community-based agency or a social welfare-related organization in which a field student works under the direction and supervision of an experienced social work professional who is employed by that agency.
<b>Field Director</b>	A social work faculty member responsible for administering the field education program.
<b>Field Instructor</b>	The social work practitioner responsible for the educational supervision of a field student in the field agency setting. This individual must have a MSW degree from a CSWE accredited program and have at least two years of practice experience after receiving the MSW degree.
<b>Field Learning Team</b>	The field learning team consists of the field instructor, student, and MSW Field Director. If applicable, a task supervisor and an off-site field instructor may become team members. The team is responsible for creating learning tasks whereby the student applies and adapts social work knowledge, values, and skills to the agency setting.
<b>Off Site Field Instructor</b>	A social work faculty member who provides academic supervision of the field student. This individual is responsible for reinforcing the social work perspective of the field experience when a field instructor is a field agency employee.
<b>Task Supervisor</b>	A task supervisor oversees the daily activities of a field student. The task supervisor provides the field instructor with updates regarding the field tasks completed by the student and participates in the evaluation of the student performance.



**End of Appendices**