Field Education Manual


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I. INTRODUCTION

A. LETTER FROM THE DEAN

Social work is a profession that combines a commitment to the well-being of others with compassion, caring, ethics and competence. These qualities allow professionals to enhance or change the life and life circumstances of individuals, families, groups, communities, organizations, and, ultimately, society. Our helping orientation leads us to build upon the strengths of people; to seek resources within their proximate and distant environments to support those strengths; and to challenge and change societal conditions that erode these strengths.

The help provided by social work practitioners is the work of educated, trained and experienced professionals whose knowledge, values, skills, and dedication are the products of social work education. This education is shaped in the classroom and in the field practicum and honed through experience and continuing education.

Students often state that their passion to help others compelled them to seek social work education. This passion is the foundation upon which a committed, compassionate, and caring social work professional can be built. But passion, though fundamental, needs to be supplemented by education and training.

The learning partnership between students and field instructors (who are at the core of field education for practice) is a broad and intricate relationship encompassing the total learning environment. This environment results from the partnership among the School, the agencies, and the student; that is, between the social work, social welfare, and other human service organizations and the field instructors that work in them, and the School, including students, faculty, staff and administration. Faculty members, the staff and the administration support the student–field instructor-agency learning experience. Without this longstanding and effective partnership, education for professional social work practice at the bachelor’s and master’s levels could not occur.

The Wayne State University School of Social Work has a long and distinguished history as a practice-oriented school. This reputation was earned through the efforts of faculty members whose teaching, research and theory-building, and service were aimed at advancing and transmitting knowledge for social work practice and social welfare policy. As a school of social work in a major public urban research university, our mission is consonant with that of the University’s: “to discover, critically examine, transmit and apply knowledge that contributes to positive development and well-being of individuals, organizations and society.” The School’s mission is as follows:

*to discover, critically examine, transmit, and apply knowledge to advance social work practice and social welfare policy, and through preparation of ethical and competent entry level generalist Bachelor of Social Work (BSW) practitioners, advanced level Master of Social Work (MSW) practitioners, and PhD scholars, service and research, to contribute to social, cultural and economic justice and the betterment of poor, vulnerable and oppressed individuals, families, groups, communities, organizations, and society, with an emphasis on urban settings.*

School Goals

- To prepare BSW students for ethical, competent, entry-level, generalist professional social work practice, particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations and communities.

- To prepare MSW students for ethical, competent, advanced-level professional social work practice, with a focus on interpersonal practice or community practice and social action,
particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities.

- To create and transmit knowledge through research and scholarship that is integrated in teaching and service and that advances social work practice and social welfare policy.

- To expand mutually beneficial partnerships with our social work, social welfare, and other human-service communities-of-interest to enrich teaching, research and scholarship, and to serve as catalysts for the betterment and enrichment of the human condition locally, regionally, nationally and internationally.

- To foster a commitment to continuing education, maintain competence in practice, and enhance and increase opportunities for BSW and MSW graduates for renewal and advancement within the profession.

Program Goals

BSW
- To prepare BSW students for ethical, competent entry level, generalist professional social work practice particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities.

- To foster a commitment to knowledge development, innovative leadership in service delivery systems, continuing education, maintaining competence in practice, and seeking opportunities for renewal and advancement within the profession.

MSW
- To prepare MSW students for ethical, competent advanced level professional social work practice with a focus on interpersonal practice or community practice and social action, particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities.

- To foster a commitment to knowledge development, innovative leadership in service delivery systems, continuing education, maintaining competence in practice, and seeking opportunities for renewal and advancement within the profession.

PhD
- Prepare social work scholars equipped to engage in research on contemporary urban issues and problems for the advancement of social work practice and social welfare policy.

- Prepare students to assume leadership positions as social work educators, researchers, and agency administrators.

The School’s mission and strong urban thrust is recognized through its full accreditation by the Council on Social Work Education. The implementation of its mission through the integration of teaching, research, and service make it a major asset of Wayne State University, a national research institution whose foundations are its “urban mission, global presence, use of innovative technology and...commitment to diversity” (WSU Strategic Action Plan for 2006-2011).

Partnerships with agencies in the preparation of competent and ethical social work practitioners continues to be the critical and unique component in achieving our mutual mission to produce an
effective professional work force and engage in the conduct of research and theory building to advance practice and policy.

This Field Education Manual is a tool to enhance the student-field instructor-faculty liaison and advisor-school-agency partnership. It clarifies the roles and expectations of the student, field instructor faculty liaison and advisor, the agency, and the School of Social work; to facilitate learning in the field practicum; to serve as a tool to assist those involved in the field education program to carry out their respective roles; to provide direction to the learning enterprise through the presentation of policies, procedures, and structure of field education; and to answer the most frequently asked questions about field education posed by students, field instructors and other agency personnel, faculty members and staff. However, the information here, is comprehensive but not exhaustive. Your faculty advisor and or the Director of Field Education will be happy to help when you need additional information or have a question.

Phyllis I. Vroom, Ph.D.
Dean

B. MISSION STATEMENT
As a School within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural, and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners, and scholars at the BSW, MSW, and PhD levels, respectively, with learning that primarily emphasizes urban settings;
- conducting research, primarily relevant to urban populations; and
- providing innovative leadership and service to the urban community and the profession.

C. NON-DISCRIMINATION AND EQUALITY-OF-OPPORTUNITY POLICY

Wayne State University is an equal opportunity/affirmative action institution, committed to a policy of non-discrimination and equality in all of its operations, employment opportunities, educational programs, and related activities.

This policy embraces all persons regardless of race, color, gender, national origin, religion, age, disability, marital status, political or sexual orientation, and expressly forbids sexual harassment and discrimination in hiring, terms of employment, tenure, promotion, placement and discharge of employees, admission, training, and treatment of students.


II. OVERVIEW OF FIELD EDUCATION

A. OBJECTIVES OF FIELD EDUCATION

The Council on Social Work Education (CSWE) in its Educational Policy and Accreditation Standards (EPAS) stipulates:

*Field Education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis by which students demonstrate the achievement of program objectives.*

In addition, the field education program is committed to:
1. prepare practitioners competent to address the needs of vulnerable populations and persons for whom the quality of life is threatened;

2. prepare practitioners to provide social work services at the entry level (BSW) to address the needs of clients and populations in their transactions with the environment; and

3. prepare practitioners to practice at the advanced level (MSW) who integrate their analytic and practice skills with areas of social concern.

Achieving these objectives requires that students be placed in agencies and settings where they will have well-structured assignments and consistent field instruction. The BSW and the MSW field education curricula state the objectives and describe the content to be learned at the field placement.

1. IMPORTANCE OF FIELD EDUCATION

Field education is an integral part of the social work degree curriculum, and is required of all students in the BSW and MSW programs. Field placements allow students to create, practice, and strengthen skills needed to become effective workers through emersion in a professional social work environment. CSWE requires colleges and universities offering accredited social work degrees to provide students educational instruction and opportunities in five areas: human behavior, policy, practice methods, research, and field education/work.

B. FIELD EDUCATION AND THE URBAN MISSION

The School aims to prepare practitioners to serve those who are affected adversely by the conditions and problems endemic to urban societies and those oppressed by virtue of their race, ethnicity, sexual orientation, mental, emotional, and/or physical challenges, religious beliefs, place of national origin, gender, or socio-economic status.

All students are required to have at least one field placement in the City of Detroit, the Detroit metropolitan area, or in another urban setting capable of providing field education involved in serving people of color and/or those oppressed, vulnerable, and/or disenfranchised.

C. ORGANIZATION AND COORDINATION OF FIELD EDUCATION

The School develops objectives, curricula, policies, standards, and procedures for field education. The Director of Field Education is primarily responsible for administering and managing the program and for directing Office of Field Education (OFE) staff members who organize and coordinate field education experiences. The Field Education Advisory Committee (FEAC) composed of faculty, agency representatives, and students is a consultative body to the Director, who chairs the committee.

D. OFFICE OF FIELD EDUCATION

The OFE performs functions associated with the placement of BSW and MSW students at community agencies in order to perform field work; field education is one of the five educational areas required by CSWE for accreditation. The OFE employs staff to organize and arrange field placement opportunities for students in both the BSW and MSW programs. The Director of Field Education provides leadership for the day-to-day functions of the OFE, and staff within the OFE includes an assistant to the director, three part-time placement assistants, a full-time secretary, and a student assistant.

Field work is the component of social work education that helps students integrate classroom learning and reinforce course content. The OFE strives to ensure students are placed at sites that provide
meaningful opportunities to grow and learn. In addition, the OFE is responsible for assigning faculty advisors and educating field instructors.

E. FREQUENTLY ASKED QUESTIONS

1. What is the process to obtain a field placement? What does the OFE do with my questionnaire and other requested placement materials?

Students receive the Field Education Questionnaire packet via the mail in early spring (fall for full-time BSW junior placements and winter for part-time junior placements). Students complete the questionnaire, complete a resume following guidelines given, apply for National Association of Social Workers (NASW) membership, and apply for liability insurance. The questionnaire allows students to identify interest areas and preferred agencies. The OFE placement staff considers each student's interests, goals, and background to determine which agencies match a particular student's preferences. Advanced year MSW students are also matched to agencies based on their concentration, so students planning to change concentrations or interest areas must do so before being assigned to a field placement. Students are urged to refer to the Concentration/Curriculum booklet for information on concentrations and to meet with the assigned academic advisor to review individualized plans of work.

2. Can I ensure that I get my first placement choice?

The OFE tries to place students in their preferred agencies, but cannot make guarantees, because of the rapidly changing human service environment.

3. What if I don't have a car?

Not having a car may severely limit field placement options because many agencies are community based and may require students to perform field assignments that involve outreach, home visits, and community work. Students without cars may have to compromise their interests to be accommodated where public transportation is available. All students should allow extra time for travel to and from field agencies during inclement weather.

4. Can I have a placement in the town where I live?

Depending upon the availability of appropriate placement opportunities, the OFE tries to place students near their homes; students will always attend classes on Wayne State University campuses. The School requires that all students have at least one field placement in the City of Detroit, or the Detroit metropolitan area, or in another urban setting that provides an opportunity for field placement which serves people of color and/or those who are vulnerable, oppressed, and/or disenfranchised.

5. Can I do my field work at my current place of employment?

Students interested in doing their field work with their current employer must submit an application to the Director of Field Education describing the agency, its programs, the position held and duties, the work schedule, and the name and title of the appropriate supervisor(s). The application and policy for work site placement are available from the OFE. All applications are considered on an individual basis and the final decision rests with the OFE.

6. Can I arrange my own field placement?
No. While the OFE is always interested in new field placement sites and encourages suggestions for field placements from students, all field placements must be arranged by the OFE. Students are asked **NOT** to contact agencies to arrange field placements. Agencies must have a new agency field placement application on file and have a licensed, MSW-level social work practitioner available to provide supervision, among other requirements. All application material for field placement sites is available from the OFE.

7. Can I be placed at an agency that is not currently approved by the School?

Yes. If the agency meets the School's criteria for an approved field placement site, as determined by the OFE, then the site can be used for field work.

8. How much time should I reserve for field work each term?

Students must be in field for a minimum of two days, 16 clock hours per week during times when their field instructor/task supervisor is also on duty and available to the students. The minimum number of required clock hours are listed as follows for BSW and MSW students:

**BSW Student- Credit Hours to Clock Hours Ratio/ 1 Credit Hour = 46 Clock Hours:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semesters</th>
<th>Credits</th>
<th>Clock Hours</th>
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</thead>
<tbody>
<tr>
<td>Junior</td>
<td>1</td>
<td>5</td>
<td>230</td>
</tr>
<tr>
<td>Senior</td>
<td>2</td>
<td>10</td>
<td>460</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>15</td>
<td>690</td>
</tr>
</tbody>
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**MSW Student- Credit Hours to Clock Hours Ratio/ 1 Credit Hour = 56.25 Clock Hours:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semesters</th>
<th>Credits</th>
<th>Clock Hours</th>
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</thead>
<tbody>
<tr>
<td>Core</td>
<td>2</td>
<td>8</td>
<td>450</td>
</tr>
<tr>
<td>Advanced</td>
<td>2</td>
<td>8</td>
<td>450</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>16</td>
<td>900</td>
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**MSW Student- Advanced Year Electing 4 Additional Credit Hours/ 1 Credit Hour = 56.25 Clock Hours:**
<table>
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<tr>
<th>Year</th>
<th>Semesters</th>
<th>Credits</th>
<th>Clock Hours</th>
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<tr>
<td>Advanced</td>
<td>2</td>
<td>12</td>
<td>676</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>12</td>
<td>676</td>
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Because it is difficult for students to work full-time, take classes, and do field work, students are encouraged to reduce their employment to no more than 20 hours per week. If they are not able to do this they should consider the School’s part-time program. Students should discuss all scheduling arrangements at the field placement interview prior to beginning field work.

Please note, part-time students have the same field work requirements as full-time students, the course work is simply extended over a longer period of time.

9. Can my placement be arranged for evening and/or weekend hours?

Most likely not, as students need to be in field during normal agency business hours for a minimum of 2 days, 16 clock hours, per week at times when their field instructor/task supervisor is also on duty and available for supervision.

Students in both the full-time and part-time BSW and MSW programs are expected to meet the same field work requirements within the specified time allotted.

10. What are the main differences between the Core MSW program and the MSW program with Advanced Standing status?

Students in the Core MSW program are able to complete the MSW degree in 2 years for full-time students or 4 years for part-time students. These students do not hold a Bachelor of Social Work degree from a CSWE accredited school and must complete two field placements.

Students in the MSW program with Advanced Standing hold a Bachelor of Social Work degree from a CSWE accredited school and are able to complete the MSW degree in 10 months for full-time students or 2 years for part-time students. These students complete one field placement as part of their advanced curriculum.

11. Can I enroll in more credits of field work than the number required?

No. Students must register for only the identified number of credit hours for the program in which they are enrolled. All students must have a plan of work which identifies the number of credit hours for all courses, including field work. Students in the advanced year of the MSW program have the option of either a two-day (4 credits per semester) or three-day (6 credits per semester) field placement. Once this choice is made, it CANNOT be changed.

12. What is the difference between an academic advisor, a faculty advisor, and a field instructor?
An **academic advisor** is a member of the School’s academic staff who advises students on academic matters, typically including course planning and registration.

A **faculty advisor** is assigned by the OFE to the agency where a student is placed. The faculty advisor is either a full-time or a part-time faculty member who monitors and grades the student’s field work performance. The faculty advisor also provides assistance and feedback to the student at the agency and mediates placement related issues, including any that might occur between the student and the field instructor.

A **field instructor** is a Licensed Masters Social Worker (LMSW) with 2 years post-MSW experience and agency staff member who supervises students at the field placement agency. The field instructor also evaluates students and provides feedback to the faculty advisor for grading.

13. How do I find out who my faculty advisor is and how do I contact him/her?

   Faculty advisors are usually assigned at the start of the term to work with agencies based on their scholarly interests and other preferences. Although we try to maintain continuity as much as possible, faculty advisor assignments may change because of sabbaticals, other leaves or other academic commitments. At the start of the semester, an alphabetical list of students, assigned faculty advisors, and contact information is posted near student mailboxes. If you have any questions about your faculty advisor assignment, check with the OFE.

14. What if my agency is not what I expected or is not meeting my learning goals?

   You should discuss any placement-related issues with your faculty advisor, once you have started field work. Any decisions about whether a student should be re-assigned to another agency must be made by the faculty advisor, the field instructor, and the student, in consultation with the Director of Field Education. Students sometimes request a change of placement for one term only. Generally, agencies cannot accommodate students for only one term (this does not include the one semester junior placement), nor are one term placements educationally beneficial. Agencies cannot provide substantial assignments nor invest in training a student who will leave the agency after one term.

   Also, brief field placements for MSW advance year interpersonal practice students make it difficult to establish client rapport and develop working relationships. BSW seniors and MSW students in field placement must be at the same agency for a minimum of two consecutive terms.

15. Can students interview at multiple sites before deciding on a field placement?

   While the OFE works hard to offer students choices in agency selection, allowing multiple interviews for over 400 students enrolled in the BSW and MSW degree programs would make it less likely for students to be placed at their preferred sites. Competition for sites among School students and those of other neighboring schools is high, and agencies tend to select students with the most work experience. Our policy protects students with less work experience, and allows the OFE to offer more individual attention to students. It also ensures that all students are placed as quickly as possible. If the student or field instructor believes that the match is not suitable, the student will have the opportunity to interview at another agency, a process that continues until the student is successfully placed.

16. Do agencies offer stipends to students?
We strongly encourage agencies to provide stipends; however, policies vary and the decision is entirely up to the agency. Stipends are usually quite small. Sometimes agencies offer stipends to encourage a larger time commitment or to make the placement more attractive. Sometimes agencies fund modest stipends through grants.

17. Do agencies hire students when they graduate? If so, which agencies?

Yes. Students are occasionally hired by their field placement sites following graduation, but there is no dependable pattern of which agencies do this. However, the Office of Admissions and Student Services is happy to offer employment assistance.

18. What are the procedures for making up missed field work days?

All absences from field work MUST be made up. Students who miss field placement days, or who start field work late, should have a plan to make up the hours missed in their field work educational agreement, which must be developed with the field instructor and approved by the faculty advisor. The educational agreement may also include strategies for fulfilling field work clock hours such as working evenings, weekends, or during School breaks.

19. Should I disclose my intern status at my field placement agency?

Yes. Unless the agency has a policy dictating otherwise, students should disclose intern status in an appropriate manner at their field placements.

20. Why do I have to apply for NASW membership and obtain liability insurance?

Students are able to obtain the low cost student rate for liability insurance as members of the NASW through the American Professional Agency. The University and the School require insurance coverage before beginning any field placement.

III. ROLES AND RESPONSIBILITIES OF INVOLVED PARTIES

A. FIELD PLACEMENT SITE

The field placement site works in concert with the School to provide students avenues for meaningful practice experiences. By committing itself to an educational function and supporting the role of the field instructor, the field placement site creates opportunities to develop an educational program meeting both agency and School expectations. The School expects that staff at the site will exhibit a supportive attitude to foster an educational relationship between students and field instructors rather than a staff oriented relationship where production is the major goal.

The designation of an agency location as a field placement site is guided by the following criteria:

1. the agency philosophy of social service should be compatible with the educational objectives of the social work profession;

2. the field site’s mission shall be compatible with the School’s;

3. the administration and staff should be qualified, respect professional education, understand its goals and be willing to undertake, individually and collectively, the various responsibilities that a field program entails;
4. the staff should be large enough to maintain programs without depending on students;

5. the social work service department or unit operating in a non-social work program, such as a hospital, court, or school institution, should be integrated into the structural organization of the total program;

6. a qualified field instructor must be available to instruct students;

7. the agency must provide a desk, appropriate interviewing space, telephones, clerical services, and other technical and personal supports necessary for students to carry out their practice and learning assignments;

8. students must be afforded the opportunity to carry out practice assignments which are within the specific mission and goals of the agency, fulfill the educational program of the School, and are geared to the particular educational needs and interests of the students; and

9. the agency must provide qualified field instructors who are allocated sufficient time within the agency to carry out their role and responsibilities.

B. DIRECTOR OF FIELD EDUCATION

The Director of Field Education works with placement assistants and faculty advisors to offer collaborative and meaningful field placement experiences. The Director of Field Education also creates and implements policies and procedures pertaining to field education, delegating as necessary. The Director of Field Education develops and monitors placements, supervises the gathering of information related to them, coordinates assignments, assembles curricula, selects instructors, plans staff development programs, and represents the School in relationships with agencies.

C. PLACEMENT ASSISTANT

A placement assistant is a School staff member who works with agencies and students to coordinate field placements, but does not act as an academic advisor. More specifically, a placement assistant reviews field education questionnaires, conducts interviews with students regarding field placements, contacts agencies to arrange field placements, and informs students of field placement assignments.

D. FACULTY ADVISOR

The faculty advisor is a member of the School staff or faculty who serves as a liaison between the student, the field instructor, and the field placement site. Each student is assigned a faculty advisor upon starting a field placement. The faculty advisor meets with the field instructor and student to specify and clarify assignments and concerns, assess student process recordings, make recommendations to the OFE, review student evaluations, and grade the student in field work. The faculty advisor can also discuss career plans with students and suggest courses that will enhance employment options.

Faculty advisors:

1. develop plans with the agency and deal with field placement issues related to the School;
2. serve as a conduit between the School and agency;
3. interpret the School’s various programs for field instructors and agencies;
4. help students plan their educational experience in class and field;
5. discuss student concerns about field instruction, agency experience, and class work;
6. work with the field instructors to insure that student field assignments reflect the field work
   curriculum and student needs;
7. ensure that the School’s standards for field work instruction are implemented;
8. review student progress with field instructors;
9. act as educational consultants to field instructors to enhance their field education skills;
10. grade students after consulting with field instructors;
11. discuss any problems relative to student education in field placement with the Director of Field
    Education;
12. write first (junior year) and final (senior year) graduation summaries for students; and
13. provide feedback to agencies.

1. FACULTY ADVISOR VISITS

Each student registered for field education will be assigned a faculty advisor. The faculty
advisor will make a minimum of two field visits per academic year for students in full-time and
part-time BSW and MSW programs. The first visit should be scheduled no later than the end
of the first month of field work. The faculty advisor will schedule a subsequent field visit at the
beginning of the second semester. Students in the full-time and part-time BSW junior year
should expect their faculty advisor to make a minimum of one field visit at the beginning of the
semester. Additional visits will be scheduled as needed.

<table>
<thead>
<tr>
<th>Curriculum Year</th>
<th>Total Visits</th>
<th>1st Visit Scheduled</th>
<th>2nd Visit Scheduled</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSW- Junior *</td>
<td>1</td>
<td>End of January (End of May)</td>
<td>NA (NA)</td>
</tr>
<tr>
<td>BSW- Senior</td>
<td>2</td>
<td>End of September</td>
<td>End of January</td>
</tr>
<tr>
<td>MSW- Core</td>
<td>2</td>
<td>End of September</td>
<td>End of January</td>
</tr>
<tr>
<td>MSW- Advanced</td>
<td>2</td>
<td>End of September</td>
<td>End of January</td>
</tr>
</tbody>
</table>

* Items in ( ) represent part-time program status for the designated curricular year

E. FIELD INSTRUCTOR
Field instructors supervise students at their field placement site with their primary role being educational. Field instructors are required to have two years of post-MSW experience and be a LMSW.

A field instructor:

1. assures that the student placement experience is educational;
2. explains the educational purposes to appropriate agency staff;
3. establishes suitable working conditions for student learning, including adequate space, and other necessary supports for carrying out responsibilities;
4. helps the student plan their educational experience in class and field;
5. discusses work satisfactions and concerns about practice, field instruction, agency experience, and class work with students;
6. learns the field and class curricula;
7. selects suitable assignments in consultation with the faculty advisor;
8. develops and maintains a system of student record writing;
9. prepares for field instruction conferences including reading student recordings;
10. holds weekly conferences with the student;
11. evaluates student performance periodically during the term and at the end of each term;
12. meets periodically with the assigned faculty advisor(s) to discuss assignments, review work, and recommend marks;
13. informs the assigned faculty advisor(s) of any concerns about progress, activities, and any other issues;
14. prepares evaluation reports as required by the School;
15. works with the assigned faculty advisor(s) to evaluate the agency’s relation to School and curricula as they relate to student learning experiences;
16. attends classes, meetings, and participates in workshops and institutes that may enhance field instruction skills; and
17. informs the agency and the School promptly of any changes affecting student education.

1. FIELD INSTRUCTOR SEMINARS
New field instructors are encouraged to attend Field Instructor Seminars, two-hour seminars offered six times throughout the fall and winter semesters. Each session focuses on a different aspect of supervision and does provide participants with Continuing Education Contact Hours as approved by the Michigan Social Work Continuing Education Collaborative. Topics such as evaluation, learning objectives and styles, and providing proper guidance are discussed in an open, roundtable format. Field instructors who attend four or more seminar sessions are awarded a certificate of recognition.

Field instructors who have served in such a capacity before but would like additional information regarding field instruction are welcome to attend Field Instructor Seminars, also. In addition, please contact the OFE if a group of field instructors in a certain geographic location and/or specific agency setting are interested in a Field Instructor Seminar session being conducted at a site other than the School’s main campus.

2. FIELD INSTRUCTOR LISTSERV

The OFE manages a Field Instructor Listserv in which previous, current, and interested field instructors, task supervisors, and other interested parties are able to discuss issues and offer suggestions related to field placement. All field instructor email addresses are added to this listserv; however, please either notify the OFE or select the decline option on the introductory email if you would prefer not to participate. Please note, the listserv is a closed communication tool meaning responses are not received by the participants; participants only receive listserv information sent from the OFE.

3. FIELD INSTRUCTOR MEETINGS WITH STUDENT

Field instructors are required to meet with students weekly for at least one hour to provide supervision. Field instructors may meet individually or as a group, depending on the nature of work performed. This meeting should be used to discuss and reflect on student concerns regarding client, agency, and field placement issues. The field instructor should ensure the student is fulfilling the needed learning objectives, including the verification of required clock hours.

F. TASK SUPERVISOR

If the field instructor is not able to provide daily supervision to the student then a task supervisor must be assigned. A task supervisor is responsible for the day-to-day supervision of tasks performed by the student while in field excluding weekly supervision. Such a position does not require an individual have two years of post-MSW experience and be a LMSW. It does require an individual be employed at the field placement site in a similar area as the student doing field work, and be responsible for performing social service type tasks. A task supervisor should meet all objectives listed for a field instructor excluding weekly supervision, and is encouraged to attend New Field Instructor Seminars.

G. STUDENT

Students enrolled in a degree program are expected to develop the practical skills needed to become professionals. During field placement, students are expected to apply learned skills by performing professional staff functions, having been granted appropriate authority and responsibility. The School and the agency recognize that the field instructor oversees student activities as both educator and guardian of student and client best interests.

1. GENERAL RESPONSIBILITIES
The student, under the supervision of the field instructor and in consultation with the faculty advisor, is responsible to:

1. implement the School's policies and procedures within the field placement;
2. implement the agency's policies and procedures within the field placement;
3. perform in the agency within the framework of the field curriculum;
4. develop capacity and to acquire knowledge to carry out practice assignments;
5. prepare written educational and agency recordings and reports and to enhance their ability to make oral reports of their work;
6. meet regularly with the field instructor to develop their professional skills;
7. participate with the field instructor in evaluating their performance;
8. raise concerns relative to learning or other matters with appropriate persons;
9. meet with the faculty advisor to discuss placement performance; and
10. work with the field instructor to determine appropriateness of using agency and client material for class presentations and assignments.

2. TASK RESPONSIBILITIES PRIOR TO BEGINNING FIELD PLACEMENT

The student, with guidance from OFE staff, is responsible to do the following prior to the beginning of field placement:

1. submit all field education placement material to the OFE (i.e. questionnaire, resume);
2. apply for National Association of Social Workers (NASW) membership then the designated liability insurance after membership is granted (forms provided with field education placement material or from the OFE);
3. schedule a 15 minute interview with a OFE staff person to discuss field placement;
4. contact the field placement site once information is received via mail;
5. notify the OFE regarding any concerns prior to field placement beginning; and
6. check email regularly as the majority of OFE correspondence is sent electronically.

3. TASK RESPONSIBILITIES WHEN DOING FIELD WORK

The student, under the instruction of the field instructor and in consultation with the faculty advisor, is responsible to submit the following in addition to other assigned work (see Appendices for examples):

1. a learning plan at the beginning of the first semester of field placement;
2. a revision of or addendum to the original learning plan, at the beginning of the second semester of field placement (excluding junior year students);

3. a specified number of process recordings or PRACSiS, depending on the degree program and curricular status;

4. a time log to track field placement clock hours (optional but strongly encouraged); and

5. a Performance Achievement Rating form to determine a grade for field work at the end of each semester.

H. OVERVIEW OF ROLES AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Main Purpose:</th>
<th>Director of Field Education</th>
<th>Placement Assistant</th>
<th>Faculty Advisor</th>
<th>Field Instructor</th>
<th>Task Supervisor</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>To serve as the field placement location, the physical site</td>
<td>To provide direction, organization, and meaningful purpose to field education experiences</td>
<td>To review student preferences, contact agencies, and arrange field placements</td>
<td>To serve the student as a liaison between the school and field placement site</td>
<td>To provide the student on site supervision and guidance</td>
<td>To provide day-to-day supervision of tasks as approved by the Field Instructor</td>
<td>To practice the skills needed in order to be an effective professional worker</td>
</tr>
</tbody>
</table>

| Relationship With Student:          | To offer a facility where the student can practice and develop skills | To guide all parties and oversee placement sites to ensure proper experience is gained | To offer instruction, guidance, and to assign a grade for field work | To offer instruction, clarification, and supervision while at the field placement site | To offer instruction and clarification of tasks in the Field Instructor’s absence | - |

| Relationship With School:           | To offer a facility where the school can place the student to practice and develop skills | To coordinate and supervise the OFE | To find and maintain appropriate field placement opportunities | To provide feedback regarding student performance and field placement sites | To offer feedback regarding student performance in the Field Instructor’s absence | To expect a quality field experience while actively participating in the placement process |
1. PROFESSIONAL CONDUCT

Students come in contact with numerous field education professionals on a consistent basis; therefore, all parties involved are expected to present themselves and act in a professional manner. The OFE creates and maintains relationships with field placement agencies in order to offer students the best field placement experiences possible. Any inappropriate behavior must be reported immediately to the Director of Field Education or the Associate Dean of the School.

The following are professional conduct expectations related to field work:

- Field Placement Site: will provide students a quality learning experience consisting of professional guidance, appropriate working conditions, and tasks related to learning objectives.

- Director of Field Education: will provide students with appropriate feedback and consultation in the arrangement of field placements and the delegation of concerns.

- Placement Assistant: will interview and work with the student to review the field education questionnaire and offer the most appropriate and meaningful field placement opportunity available.

- Faculty Advisor: will work with the student and field instructor to ensure the goals outlined in the learning plan and the field placement course objectives are being meet.

- Field Instructor: will provide the student with a meaningful field placement experience that offers social work opportunities in accord with outlined learning objectives, including weekly supervision.

- Task Supervisor: will provide the student day-to-day supervision of tasks in accord with outlined learning objectives, excluding weekly supervision, when the field instructor is not available.
• Student: will work cooperatively with all involved parties to obtain and maintain a successful field placement experience, using professional etiquette and appropriate work place ethics/demeanor.

IV. FIELD EDUCATION FOR UNDERGRADUATE STUDENTS:
BACHELOR OF SOCIAL WORK (BSW)

A. GOAL OF THE BSW PROGRAM

The goals of the BSW program are to:

1. prepare BSW students for ethical, competent entry level, generalist professional social work practice, particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities; and

2. foster a commitment to continuing education, maintaining competence in practice, and enhancing and increasing opportunities for BSW graduates for renewal and advancement within the profession.

The BSW degree program prepares practitioners at the generalist level with practice skills integrated with areas of social concern. Students in the full-time BSW program complete requirements in two years, whereas students in the part-time BSW program complete requirements in three years. Students in both the full-time and part-time BSW programs are required to complete two field placements experiences.

B. OBJECTIVES OF THE BSW PROGRAM

JUNIOR YEAR OBJECTIVES

The objectives for field education in the junior year are to:

1. familiarize students with the profession, including learning the culture (language, values, standards, shared beliefs) of the profession;

2. increase students' ability to work with and on behalf of clients; and

3. establish knowledge, value, and conceptual frameworks for the senior year focus on interventions.

SENIOR YEAR OBJECTIVES

The objectives for field education in the senior year are to:

1. learn a variety of interventive methods and techniques for use with individuals, families, small groups, and for service delivery and change in organizations, neighborhoods, and communities; and

2. articulate a framework or frameworks for the differential use of these interventive methods and techniques with at least two social system levels (individual, family, small groups, organization, neighborhood, and community).
C. FIELD EDUCATION REQUIREMENTS FOR THE BSW DEGREE

All BSW students (full-time and part-time) are required to successfully complete two field placements, one consisting of one semester and the other consisting of two semesters, in addition to the required practice courses and field seminars. Students are required to complete 15 credit hours of field work, which equals a minimum of 690 clock hours, to earn a BSW degree (230 clock hours and five credit hours each semester for three semesters); each credit hour equals 46 clock hours. Full-time students in the two year program are expected to be in field a minimum of 230 clock hours during the second semester of the junior year, and a minimum of 460 clock hours during the first and second semesters of the senior year. Part-time students in the three year program are expected to be in field a minimum of 230 clock hours during the third and fourth semesters of their junior year (first year in the program), and a minimum of 460 clock hours during the first and second semesters of the senior year (third year in the program).

The designation of actual days assigned to field work at the placement site for students in the BSW program is set in consultation with the student, the field instructor, and the faculty advisor.

- **Minimum requirements per semester**: 230 clock hours (five credit hours); a minimum of two days a week, comprising an "agency day" of approximately 7.5 clock hours (16 clock hours per week). Students in the part-time program may complete the 16 clock hour per week requirement in major blocks of time as approved by the School and the agency.

- **Field days**: Field placement days for students in both the full-time and part-time programs are based on consultation among the student, the field instructor, and the faculty advisor. Students are required to be in field placement a minimum of two days per week.

- **A semester is 15 weeks**: Students are placed at an agency for one semester during the junior year, and at another agency for two semesters during the senior year. Part-time junior year students are placed at an agency for two semesters; each semester is 7 ½ weeks.

- **A student must remain in their field placement until the last day of class**: Even if the student has attained the minimum clock hours required, a student must stay in field until the end of the semester.

Students in the BSW full-time and part-time programs are required to have two field placement experiences, concurrent with course work. Below is a chart outlining the BSW field placement experience requirements:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semesters</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior *</td>
<td>1 (2: 7 ½ weeks ea.)</td>
<td>5</td>
<td>230</td>
</tr>
<tr>
<td>Senior</td>
<td>2</td>
<td>10</td>
<td>460</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>15</td>
<td>690</td>
</tr>
</tbody>
</table>

*Items in ( ) represent part-time program status for the designated curricular year*
D. JUNIOR YEAR STUDENT REQUIREMENTS AND ASSIGNMENTS

In the junior year, all BSW students are expected to complete a minimum of 230 clock hours (five credit hours) of field work in a one semester field placement (two 7 ½ week semesters for part-time students) in addition to the required practice course and field seminar. To aid in the successful completion of the field placement learning experience, all students in the junior year are required to:

- **register for field education**, which is course SW 3998.
- **complete a learning plan at the beginning of the first semester of field placement**, outlining the goals, objectives, and tasks for the field placement. The learning plan must be submitted to the faculty advisor, with copies to the student and field instructor. The learning plan should be reviewed and amended as needed. If amended, new copies should be distributed. An example learning plan and blank draft are included in the Appendices.
- **complete 6-8 process recordings during the field placement**. The process recordings are to be reviewed with the field instructor and then submitted to the faculty advisor. An example of a process recording and blank draft is in the Appendices. *Process recordings do not preclude other forms of recordings which may be assigned or required by the field instructor or faculty advisor.*
- **obtain a hard copy of the junior year Performance Achievement Rating form** from the School’s internet site or this manual, present a copy to the field instructor, and return the completed form to the assigned faculty advisor prior to the end of the semester. The junior year Performance Achievement Rating form is required in order to determine a grade for field. The junior year Performance Achievement Rating form is in the Appendices.

All BSW junior year students should review the field education syllabus for SW 3998 before starting field work. Major assignments related to field work will be completed in practice method courses. The SW 3998 field education syllabus is included in the Appendices.

E. SENIOR YEAR STUDENT REQUIREMENTS AND ASSIGNMENTS

In the senior year, all BSW students must complete a minimum of 460 clock hours (230 clock hours and five credit hours each semester) of field work in a two semester field placement in addition to the required practice course and field seminar. To aid in the successful completion of the field placement learning experience, all students in the senior year are required to:

- **register for field education**, which is course SW 4998.
- **declare interest in a work site placement to the OFE** at the time of submitting field work placement material, if it pertains. A student entering the senior year may be considered for a work site placement if there was no prior placement at the place of employment.
- **complete a learning plan at the beginning of the first semester of field placement**, outlining the goals, objectives, and tasks for the field placement. The learning plan must be submitted to the faculty advisor, with copies for the student and field instructor. At the beginning of the second semester, the learning plan should be reviewed and amended as needed. If amended, new copies should be distributed. An example learning plan and blank draft is in the Appendices.
• **complete 6-8 process recordings each field placement semester.** The process recordings are to be reviewed with the field instructor and then submitted to the faculty advisor. An example of a process recording and blank draft is in the Appendices. *Process recordings do not preclude other forms of recordings which may be assigned or required by the field instructor or faculty advisor.*

• **obtain a hard copy of the senior year Performance Achievement Rating form** from the School’s internet site or this manual, present a copy to the field instructor, and return the completed form to the assigned faculty advisor prior to the end of each semester. The senior year Performance Achievement Rating form is required in order to determine a grade for field. The senior year Performance Achievement Rating form is in the appendices.

All BSW senior year students should review the syllabus for SW 4998 before starting field work. Major assignments related to field placement will be completed in practice method courses. The SW 4998 field education syllabus is included the Appendices.

**F. PART-TIME STUDY**

BSW students in the part-time degree program must complete requirements within three years after acceptance. The junior year field placement spans the third (spring) and fourth (summer) semesters in the first year of the program. The senior year field placement spans two semesters (fall and winter) in the third year of the program. The field work requirements are the same for the part-time program as for the full-time program.

No placement is less than two days per week. For part-time students, scheduling days/hours for field work is set in consultation among the student, the field instructor, and the faculty advisor. The schedule shall allow for continuity of service to clients, and the ability to meet curriculum expectations for field education as specified in this manual. Students in the part-time program may complete the 16 clock hours per week requirement in major blocks of time as approved by the School and the agency.

Student field work should be scheduled during normal business hours, which, for some agencies includes evening and weekend hours. **HOWEVER, EVENING AND WEEKEND ONLY PLACEMENTS SHOULD NOT BE EXPECTED.**

Students in the part-time degree program must meet the same admission and academic requirements as full-time students. Information about part-time BSW study may be obtained from the School of Social Work, Office of Admissions and Student Services (OASS).

**G. BLOCK PLACEMENT**

No BSW student will be permitted to complete a block field placement.

**H. THREE-DAY-PER-WEEK PLACEMENT**

No BSW student will be permitted to complete a three day per week field placement.

**I. WORK SITE PLACEMENT**

Only senior year BSW students may be considered for a work site placement and only one such placement is allowed. A student must be in good academic standing (no M or U grades in field work) and demonstrate a strong academic record. Tasks to be performed as a student must be different than those performed as a staff member.
To be considered, a student must declare interest in a work site placement to the OFE before submitting field work placement material. Work site placement request forms are available at the OFE, and should be returned with all other field placement material. Students who are approved for a work site placement will still be expected to complete all requirements and tasks pertinent to field placement. A copy of the BSW work site placement policy is included in the Appendices.

V. FIELD EDUCATION FOR GRADUATE STUDENTS: MASTER OF SOCIAL WORK (MSW)

A. GOAL OF THE MSW PROGRAM

The goals of the MSW program are to:

1. prepare MSW students for ethical, competent advanced level professional social work practice with a focus on interpersonal practice or community practice and social action, particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities; and

2. foster a commitment to continuing education, maintain competence in practice, and enhance and increase opportunities for MSW graduates for renewal and advancement within the profession.

The MSW degree program prepares practitioners at the advanced level with analytic and practice skills integrated with areas of social concern. The curriculum for the two year MSW program includes a core curriculum for the first year and an advanced curriculum in the second year, during which students complete two field placements. Students in the four year, part-time program fulfill these requirements in their second and third years. Students admitted with advanced standing complete only the advanced year field requirements.

B. DESCRIPTIONS AND OBJECTIVES OF THE MSW PROGRAM

CORE YEAR DESCRIPTION AND OBJECTIVES

The field education courses in the core curriculum integrate the classroom content taught in social work practice, human behavior, social welfare policy, practice, and research. Opportunities are provided for students to address concerns of vulnerable populations affected by poverty, racism, sexism, unemployment, and other factors which affect their social functioning or tend to deteriorate their quality of life. Students learn how to assess and intervene at various levels of society: individual, family, small groups, organization, neighborhood, and community.

The objectives for field education in the core year are:

1. learning the characteristics of the population served and applying this knowledge to practice;

2. engaging with clients (the term client meaning any system level: individual, family, group, organization, or community) to identify concerns and appropriate mutual activity which will lead to the alleviation of the identified problem(s);

3. identifying the role of research in knowledge building as well as practice and program evaluation in field placement; participating in the research practices of the field;
4. using foundational skills in research to reflect on, evaluate, and improve practice;

5. identifying the conceptual frameworks applied and the use of professional self demonstrated at the field placement;

6. identifying research relevant to practice and field setting and describing its implications for advancing practice;

7. describing the application of research designs to the investigation of practice;

8. using basic statistical measures to describe practice, including client system characteristics, service, and the needs of the client system served; and

9. applying knowledge from the total social work curriculum in the field placement.

ADVANCED YEAR DESCRIPTION AND OBJECTIVES

A concentration is a group of courses spanning all five of the social work curricular areas: field work, human behavior, policy, practice, and research. The advanced year is organized into two concentrations which reflect the School’s mission: Community Practice and Social Action (CPSA) and Interpersonal Practice (IP). Each is broad in scope and many areas of concern overlap. The concentrations organize the curriculum, becoming a framework upon which students can build their advanced year.

The CPSA concentration focuses on the person in the environment through social action that leads to social work. The IP concentration focuses on the person in the environment through therapeutic rapport and intervention. IP students are required to choose one of three theory tracks: cognitive-behavioral, family systems, or psychodynamic.

Students who elect the CPSA concentration are allowed to request a field experience pertaining to: community organizing, policy and/or advocacy, or program and resource development. Students who elect the IP concentration are allowed to request a field experience pertaining to: gerontology, child welfare, families at risk, schools, or mental health treatment (inpatient or outpatient).

The objectives for field education in the advanced year are:

1. identifying the needs and issues of the people or systems served;
2. identifying the societal, community, and agency conditions that influence practice;
3. engaging clients (clients may be individuals, families, groups, organizations, or communities) in purposeful, mutually determined, goal-directed professional activities based upon identifiable social work practice conceptual frameworks;
4. consciously using cognitive, emotive, and action skills which can be applied in a variety of settings in the service of the client and the agency function;
5. identifying conceptual frameworks applied and demonstrating the purposeful use of professional self;
6. designing and carrying out evaluative research appropriate to the setting and the student’s level of practice;
7. specifying an intervention hypothesis that is testable within the student’s practice and the field setting;

8. using empirical data and monitoring to assess progress of service to a client system; and

9. integrating evaluation into practice to improve the ways social work services and programs are provided.

C. FIELD EDUCATION REQUIREMENTS FOR THE MSW DEGREE

All full-time and part-time MSW students are required to successfully complete two field placements, each consisting of two consecutive semesters of field work, in addition to the required practice courses and field seminars. Students are required to complete 16 credit hours of field work, which equals a minimum of 900 clock hours, to earn a MSW degree (225 clock hours and four credit hours each semester for four semesters); each credit hour equals 56.25 clock hours. Full-time students in the two year program are expected to be in field a minimum of 450 clock hours during the first and second semesters of both years. Part-time students in the four year program are expected to be in field a minimum of 450 clock hours during the first and second semesters of the second and third years.

All full-time and part-time MSW students admitted to the advanced standing program are required to successfully complete one field placement, consisting of two consecutive semesters of field work. Students are required to complete eight credit hours of field work, which equals a minimum of 450 clock hours, to earn a MSW degree (225 clock hours and four credit hours each semester for two semesters); each credit hour equals 56.25 clock hours. Students in both the full-time, ten month program, and the part-time, two year program, are expected to be in field a minimum of 450 clock hours during the first and second semesters of the first year.

For students in a full-time program, the actual days assigned for field work are set by the program curriculum; part-time students should consult with their field instructor and faculty advisor.

- **Minimum requirements per semester:** 225 clock hours (four credit hours); a minimum of two days per week, comprising an "agency day" of approximately 7.5 clock hours. Students in a part-time program may complete the 16 clock hours per week requirement in major blocks of time as approved by the School and the agency.

- **Field days:** Field placement days for students in the full-time core year are Monday and Tuesday. Field placement days for students in the full-time advanced year are Tuesday and Friday. Field placement days for students in a part-time program are based on consultation among the student, the field instructor, and the faculty advisor. Students are required to be in field placement a minimum of two days per week.

- **A semester is 15 weeks:** Students are placed at an agency for two semesters.

- **A student must remain in their field placement until the last day of class:** Even if the student has attained the minimum clock hours required, a student must stay in field until the end of the semester.
• **Certain agencies may require a three-day-per-week plan:** To maintain the integrity of the learning assignments agencies may require an advanced year student be in field three-days-per-week. In the advanced year, a student may request a three-day-per-week field placement work plan for six credit hours per semester, which consists of a minimum of 338 clock hours per semester.

  - A student **MAY NOT** switch from a three-day-per-week to a two-day-per-week field placement work plan or vice versa.

  - Field placement days for students in a **three-day-per-week field placement are Monday, Tuesday, and Friday**.

• **Block placement:** Students approved for a block placement complete placement requirements as arranged. Students who opt for a 15 week field placement will do field work four days per week, and students who opt for a 12 week placement will do field work five days per week. Block placements are generally reserved for part-time students in the MSW program.

Students in the MSW full-time and part-time programs are required to have two field placement experiences. Students in the MSW full-time and part-time programs admitted to advance standing are required to have one field placement experience. All field experiences are concurrent with course work. Below is a chart outlining the MSW field placement experience requirements:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semesters</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>2</td>
<td>8</td>
<td>450</td>
</tr>
<tr>
<td>Advanced</td>
<td>2</td>
<td>8</td>
<td>450</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
<td><strong>16</strong></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>

Below is a chart outlining the MSW field experience for students in the advanced year who elect a three-day-per-week field placement:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semesters</th>
<th>Credits</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>2</td>
<td>12</td>
<td>676</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2</strong></td>
<td><strong>12</strong></td>
<td><strong>676</strong></td>
</tr>
</tbody>
</table>
D. CORE YEAR STUDENT REQUIREMENTS AND ASSIGNMENTS

In the core year, all MSW students must complete a minimum of 450 clock hours (225 clock hours and four credit hours each semester) of field work in a two semester field placement in addition to the required practice course and field seminar. To aid in the successful completion of the field placement learning experience, all students in the core year are required to:

- **register for field education**, which is course SW 7998.

- **declare interest in a work site placement to the OFE** at the time of submitting field work placement material, if it pertains. A student entering the core year may be considered for a work site placement if there was no prior placement at the place of employment.

- **declare interest in a block placement to the OFE** at the time of submitting field work placement material, if it pertains. A block placement is the completion of 450 clock hours of field work over a 12-15 week period. Block placements are generally reserved for part-time students in the MSW program. Block placements are not available in school settings and are based on the availability of interested agencies.

- **complete a learning plan at the beginning of the first semester of field placement**, outlining the goals, objectives, and tasks for the field placement. The learning plan must be submitted to the faculty advisor, with copies for the student and field instructor. At the beginning of the second semester, the learning plan should be reviewed and amended as needed. If amended, new copies should be distributed. An example learning plan and blank draft is in the Appendices.

- **complete 2-3 process recordings each field placement semester**. The process recordings are to be reviewed with the field instructor and then submitted to the faculty advisor. An example of a process recording and blank draft is in the Appendices. Process recordings do not preclude other forms of recordings which may be assigned or required by the field instructor or faculty advisor.

- **obtain a hard copy of the core year Performance Achievement Rating form** from the School’s internet site or this manual, present a copy to the field instructor, and return the completed form to the assigned faculty advisor prior to the end of each semester. The core year Performance Achievement Rating form is required in order to determine a grade for field. The core year Performance Achievement Rating form is in the Appendices.

All MSW core year students should review the syllabus for SW 7998 before starting field work. Major assignments related to field placement will be completed in practice method courses. The SW 7998 field education syllabus is included in the Appendices.

E. ADVANCED YEAR STUDENT REQUIREMENTS AND ASSIGNMENTS

In the advanced year, all MSW students must complete a minimum of 450, or 676 *, clock hours (225, or 338 *, clock hours and four, or six *, credit hours each semester) of field work in a two semester field placement in addition to the required practice course and field seminar. Advanced year students are required to select a concentration, either Community Practice and Social Action (CPSA) or Interpersonal Practice (IP), at the time of submitting field work placement material.
* MSW advanced year students may be required to facilitate, or may opt for, a three-day-per-week field placement as determined by agency need and student preference. Such a field placement will require the completion of a minimum of 676 clock hours (338 clock hours per semester), which equals 12 credit hours (six credit hours per semester), of field work over a two semester field placement.

1. **COMMUNITY PRACTICE AND SOCIAL ACTION CONCENTRATION DESCRIPTION**

   Students who elect the CPSA concentration focus on the person in the environment through social action that leads to social work (“macro”). The primary focuses are: policy and advocacy, community organizing, and program and resource development.

2. **INTERPERSONAL CONCENTRATION DESCRIPTION**

   Students who elect the IP concentration focus on the person in the environment through therapeutic rapport and intervention (“micro”). IP students are required to choose a theory track from the following options: cognitive-behavioral, family systems, or psychodynamic.

To aid in the successful completion of the field placement learning experience, all students in the advanced year are required to:

- **register for field education**, which is course SW 8998.

- **declare interest in a work site placement to the OFE** at the time of submitting field work placement material, if it pertains. A student entering the advanced year may be considered for a work site placement if there was no prior placement at the place of employment.

- **declare interest in a block placement to the OFE** at the time of submitting field work placement material, if it pertains. A block placement is the completion of 450 clock hours of field work over a 12-15 week period. Block placements are generally reserved for part-time students in the MSW program. **Block placements are not available in school settings and are based on the availability of interested agencies.**

- **declare interest in a three-day-per-week field placement to the OFE** at the time of submitting field work placement material, if it pertains. Certain field placement sites will require an advanced year student facilitate a three-day-per-week placement as determined by agency need. This field placement will earn six credit hours for a minimum of 338 clock hours per semester. A student may not switch from a three-day-per-week field placement to a two-day-per-week field placement or vice versa.

- **complete a learning plan at the beginning of the first semester of field placement**, outlining the goals, objectives, and tasks for the field placement. The learning plan must be submitted to the faculty advisor, with copies for the student and field instructor. At the beginning of the second semester, the learning plan should be reviewed and amended as needed. If amended, new copies should be distributed. An example learning plan and blank draft is included in the Appendices.
• complete 2-3 process recordings or PRACSIS each field placement semester. The process recordings or PRACSIS are to be reviewed with the field instructor and submitted to the faculty advisor. An example and a blank draft of a process recording and a PRACSIS are in the Appendices. Process recordings and PRACSIS do not preclude other forms of recordings which may be assigned or required by the field instructor or faculty advisor.

• IP concentration students complete process recordings. Process recordings incorporate clinical and therapeutic rapport elements. They are composed of session objectives, plans, content, and evaluation of student/worker behavior and client/system behavior. A copy of an example process recording and blank draft is attached, see the Appendices.

• CPSA concentration students complete PRACSIS. PRACSIS is a variation of a process recording; a PRACSIS incorporates more policy, planning, and advocacy elements, and deletes most clinical and therapeutic rapport components. An example PRACSIS and blank draft is attached, see the Appendices.

• obtain a hard copy of the advanced year Performance Achievement Rating form from the School’s internet site or this manual, present a copy to the field instructor, and return the completed form to the assigned faculty advisor prior to the end of each semester. The advanced year Performance Achievement Rating form is required in order to determine a grade for field. The advanced year Performance Achievement Rating form is in the Appendices.

All MSW students in the advanced year should review the field education syllabus for SW 8998 before starting field work. Major assignments related to field placement will be completed in practice method courses. A copy of the SW 8998 field education syllabus is attached, see Appendices.

F. ADVANCED STANDING STATUS

Students admitted to the advance standing program are required to hold a BSW degree from an accredited college or university, in addition to meeting other admission criteria. All MSW students, whether full-time or part-time, are required to complete advanced year course work in addition to seven credit hours of bridge or additional course work in the summer prior to field placement.

All advance standing MSW students are expected to complete one field placement, which consists of two consecutive semesters of field work. Students are expected to complete a minimum of 450, or 676 *, clock hours (225, or 338 *, clock hours each semester), which equals 8-12 credit hours (4 to 6 * credit hours each semester), of field work over the two semester field placement. In addition, advanced year students are required to select a concentration, either Community Practice and Social Action (CPSA) or Interpersonal Practice (IP), at the time of submitting field work placement material.

All advance standing MSW students are expected to complete field work during the first and second semesters of the first year of the degree program. Students in the full-time program are expected to complete MSW degree requirements in one year; students in the part-time program are expected to complete MSW degree requirements in two years.

* MSW advanced year students may be required to facilitate, or may opt for, a three-day-per-week field placement as determined by agency need and student preference. Such a field placement will require the completion of a minimum of 676 clock hours (338 clock hours per semester), which equals 12 credit hours (six credit hours per semester), of field work over a two semester field placement.

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G. PART-TIME STUDY

Part-time MSW students complete degree requirements in four years, including two field placement experiences. The first field placement covers two semesters (fall and winter) in the second year of the program. The second field placement covers two semesters (fall and winter) in the third year of the program. The field work requirements are the same for the part-time program as for the full-time program.

MSW students in the part-time, advanced standing program complete degree requirements in two years, including one field placement experience, which consists of two semesters (fall and winter) in the first year of the program. The field work requirements are the same for both the part-time, and full-time advanced standing programs.

Field placement must include at least two days per week. The actual schedule is agreed upon by the student, the field instructor, and the faculty advisor. It shall accommodate continuity of service to clients, and the ability to meet curriculum expectations for field education as specified in this manual. Students may complete the 16 clock hours per week field placement requirement in major blocks of time as approved by the School and the agency.

Student field work should be scheduled during normal business hours, which, for some agencies includes evening and weekend hours. HOWEVER, EVENING AND WEEKEND ONLY PLACEMENTS SHOULD NOT BE EXPECTED.

The goals and standards of the part-time and full-time programs are the same, as are the admission and academic requirements. Information about part-time MSW study may be obtained from the School of Social Work, Office of Admissions and Student Services (OASS).

H. BLOCK PLACEMENT

Block placements are field placements that last 12-15 weeks; a minimum of 450 clock hours (eight credit hours) is required. Students who opt for the 12 week block placement must be at the field site five days per week. Students who opt for the 15 week block placement must be at the field site four days per week. Block placements are generally approved for core and advanced year part-time students in the MSW degree program; however, consideration will be given to all MSW students who submit a request. Request forms are available from the OFE.

In order to be considered for a block placement, a student must be in good academic standing (no M or U grades in field work) and demonstrate a strong academic record, and must declare interest in a block placement by obtaining a block placement request form from the OFE, and returning it with all other field placement material by the specified due date. Students who are approved for a block placement will still be expected to complete all requirements and tasks of field placement. Block placements are not available in school settings and are based on the availability of interested agencies.

I. THREE-DAY-PER-WEEK PLACEMENT

MSW advanced year students may be required to facilitate, or may opt for, a three-day-per-week field placement as determined by agency need and student preference; MSW core year students are not eligible. Some agencies may require students to make a three-day-per-week commitment to maintain integrity of teaming assignments and continuity of client care. A minimum of 676 clock hours (338 clock hours per semester) for a total of 12 credit hours (six credit hours per semester) are required; this is a two semester field placement.
Three-day-per-week placements cover Monday, Tuesday, and Friday. A student MAY NOT switch from a three-day-per-week field work plan to a two-day-per-week field work plan or vice versa.

J. WORK SITE PLACEMENT

A MSW student entering the core or advanced year may be considered for a work site placement if he or she has not previously been placed there, including undergraduate field placements, if applicable. A student must be in good academic standing (no M or U grades in field work) and demonstrate a strong academic record. Tasks to be performed as a student must be different than those performed as a staff member.

To be considered, a student must declare interest in a work site placement to the OFE before submitting field work placement material. Work site placement request forms are available at the OFE, and should be returned with all other field placement material. Students who are approved for a work site placement will still be expected to complete all requirements and tasks pertinent to field placement. A copy of the MSW work site placement policy is included in the Appendices.

VI. FIELD EDUCATION PLACEMENT POLICIES, PROCEDURES, AND PROCESSES

A. FIELD PLACEMENT PROCESS

The School is required to facilitate and arrange all field placements in accordance with CSWE specifications. STUDENTS ARE NOT TO ARRANGE THEIR OWN FIELD PLACEMENT UNDER ANY CIRCUMSTANCE. Unless otherwise instructed, the process for student field placements is as follows:

1. FIELD EDUCATION QUESTIONNAIRES

   All students in a degree program are sent a field education questionnaire months before field placements begin. In order to accommodate students in different curricular levels of the degree programs, four versions of the field education questionnaire are distributed by the OFE.
Near that time, students will be notified of field placement interviews being held with specific placement assistants. Students are required to call the OFE to set up a 15 minute interview in which to meet and discuss concerns and questions regarding field placement. Prior to or during the interview students are expected to have completed the field education questionnaire and returned three copies of it to the OFE (including the original), accompanied by three copies of a current resume, set-up in the outlined format provided, and proof of liability insurance (a copy of the check submitted). After the completed packet has been received and the interview conducted, a placement assistant reviews all material and contacts field placement sites to secure a field placement. In some instances a field placement may be arranged prior to the interview as a result of the placement assistant reviewing the field placement questionnaire and locating an appropriate field placement site.

The field education questionnaires allow students to express preferences and concerns while providing needed personal contact information. The placement assistant takes all preferences and concerns into consideration when assigning a field placement. However, placement at a specific agency or in a certain geographic location cannot be guaranteed. Copies of all four versions of the field education questionnaire are in the Appendices.

2. FIELD PLACEMENT INTERVIEW

After the field placement assistant has reviewed the field education questionnaire and contacted an appropriate field placement site, an interview is arranged. The student resume is faxed to the field placement site for review, and the student is sent a letter asking that they contact the field placement site to arrange an interview. If the field placement site and the student agree the field placement is an appropriate match, then the student is placed. Otherwise, a second interview at another site will be arranged. The OFE is notified of interview results.

Students are expected to attend all scheduled interviews and present themselves in a professional manner. The OFE values its relationships with field placement sites and field instructors, and expects all participating students to act accordingly.

3. SUGGESTED QUESTIONS FOR FIELD PLACEMENT INTERVIEWS

During field placement interviews students are encouraged to ask questions and raise issues to ensure the agency provides an appropriate fit. The field placement site interviewer will have a list of questions to ask the student, and students are encouraged to be similarly prepared. The following is a list of questions a student might choose to ask:

- What days and hours will I be expected to do my field placement?
- What population will I be working with?
- What tasks will I be expected to perform?
- Will I be expected to travel off site? If so, what type of travel? Will I need to use my own car?
- Am I expected to work during holidays and breaks as scheduled by the School?
• If I miss a scheduled field day, will I be allowed to make up the hours? If so, when?
• Who will be my immediate supervisor? Will this person also approve my clock hours?
• Provide personal restrictions and/or constraints that might impact the field placement.

4. NATURE OF FIELD PLACEMENT

The OFE cannot guarantee students a field placement at a specific site. The OFE does note student preferences and take all information into consideration; however, some field placement sites may not be able to accommodate a student’s schedule and/or needs. Numerous factors dictate whether or not a field placement site is able to facilitate student placements, such include the availability and willingness of a field instructor to supervise students and the programming opportunities and space available at an agency.

Some field placement sites specify a limited number of students they are able to provide a field placement opportunity for and others specify certain curricular levels they are willing to supervise. School and hospital field placements are commonly reserved for advanced year MSW students pursuing School Social Worker approval or the area of health care; however, this does not prove absolute depending on the site and tasks to be performed.

The OFE strives to match students with their preferred sites and/or interest areas, but must remind students that the less flexibility extended in regards to availability and/or willingness to explore other interest areas does result in fewer available opportunities. Student field work should be scheduled during normal business hours, which, for some agencies includes evening and weekend hours. HOWEVER, EVENING AND WEEKEND ONLY PLACEMENTS SHOULD NOT BE EXPECTED.

B. SELECTION OF FIELD PLACEMENT SITE

The field placement site works in concert with the School to provide students with meaningful experience and work within the confines of a social work setting.

By committing itself to an educational function and supporting the role of the field instructor, the field placement site develops an educational program that meets the expectations of both the agency and the School. A field placement site must commit to: compatible philosophy with School objectives, the provision of qualified field instructors, and the opportunity for students to carry out practice assignments while actively participating within the agency setting.

1. NEW SITE

Agencies interested in serving as field placement sites for students should contact the OFE. The OFE will respond with a packet of forms to be completed and returned. Completed packets will be reviewed and processed; if accepted, the agency will be added to the OFE database.

Specific criteria must be met in order for an agency to serve as a field placement site. Such criteria includes, but is not limited to, proper supervision by an individual with 2 years post-MSW experience and a LMSW, adequate working space, and tasks that met designated learning objectives.
2. RENEWAL SITE

Each winter the OFE sends all agencies used over the past few years a renewal site packet to assist in determining which agencies are interested in serving as field placement sites for the upcoming academic year. Agencies are asked to complete and return the packet as soon as possible in order to assist the OFE in organizing BSW and MSW field placement opportunities. This process allows agencies to update information and specify how many students from each curricular level of the degree programs they may want for the upcoming academic year.

Specific criteria must be met in order for an agency to serve as a field placement site. Such criteria includes, but is not limited to, proper supervision by an individual with 2 years post-MSW experience and a LMSW, adequate working space, and tasks that meet designated learning objectives.

3. STUDENT INTERN JOB DESCRIPTION

While student job descriptions are not required, they are recommended, because they can help the agency, student, and School ensure that specific criteria are met. Student intern job descriptions can also help reduce confusion by outlining expectations. An example of a student intern job description is in the Appendices.

C. CHANGE OF FIELD PLACEMENT

Once a student and field placement site have been matched, the student is expected to make every effort to remain at the field placement site. If a situation arises where this may not be possible, then the faculty advisor should be contacted immediately. The faculty advisor will make every attempt necessary in order for the student to remain at the field placement site.

1. CHANGE OF FIELD PLACEMENT BETWEEN SEMESTERS

Students with a two-semester field placement are expected to complete required field placement clock hours at the assigned field placement site. Students who want a change of field placement between semesters must contact the assigned faculty advisor to discuss the situation. The faculty advisor will do everything possible to retain the student at the field placement site. If the faculty advisor feels that a change of field placement between semesters is necessary, then he/she will contact the OFE, which will review the situation and determine if a change is necessary to meet the outlined learning objectives. No student may change a field placement between semesters without School consent.

2. CHANGE OF FIELD PLACEMENT DURING A SEMESTER

Students are expected to complete required field placement clock hours at the assigned field placement site. Students who want a change of field placement during a semester must contact the assigned faculty advisor to discuss the situation. The faculty advisor will do everything possible to retain the student at the field placement site. If the faculty advisor feels that a change of field placement during a semester is necessary, then he/she will contact the OFE, which will review the situation and determine if a change is necessary to meet the outlined learning objectives. No student may change a field placement during a semester without School consent.
D. SELECTION OF FIELD PLACEMENT INSTRUCTOR

The field instructor is the person on site who gives direction to the students’ practicum, in keeping with the mission, goals, and field education curriculum of the School. The field instructor is selected by the agency and appointed by the School. Selection is based on the need for professional competence and teaching ability. No agency should agree to be a field education site, nor should staff members volunteer for a field education assignment, unless they are able to commit to completing the placement.

1. FIELD INSTRUCTOR REQUIREMENTS

A field instructor must be a social worker with a MSW degree and at least 2 years post-MSW experience. In addition, a field instructor must be a LMSW. A field instructor must be affiliated with an approved field placement site, provide direction which meets the School’s learning objectives, and be available to the student during the field placement. Attributes of an effective field instructor include:

1. effective practice skills;
2. commitment to social work values as exemplified in the Code of Ethics;
3. ability to conceptualize the practice of social work;
4. ability to communicate ideas and concepts to others;
5. a commitment to social work education and a willingness to expend the necessary time and energy;
6. willingness to work with students, the faculty liaison, and the School in accordance with the School’s philosophy, mission and goals, and the emphasis of the students’ program unit; and
7. willingness to develop and refine skills in field instruction by attending classes, workshops, and institutes.

To be considered for a field instructor appointment, a candidate must:

1. complete and submit an Application for Field Education;
2. be designated as a field instructor by the School; and
3. participate in new field instructor seminar sessions.

a. STATE OF MICHIGAN SOCIAL WORKER LICENSURE

The OFE requires, as per the State of Michigan, that individuals serving as field instructors hold a MSW degree and be a LMSW. For information regarding State of Michigan licensure requirements you may reference the Michigan Department of
2. NEW FIELD INSTRUCTOR

To serve as a field instructor, an individual must have a minimum of 2 years post-MSW experience, be a LMSW, be affiliated with an approved field placement site, be available to provide students with a minimum of 1 hour per week of supervision, and show an interest in providing students with tasks and instruction to meet designated learning objectives.

Individuals meeting the criteria must notify the OFE of their interest or have the appropriate contact person from their agency make inform the OFE and provide relevant information such as direct phone number and state licensure details. Updates and/or corrections to any of this information can be made by contacting the OFE or by submitting the appropriate changes on the annual agency renewal application.

3. CHANGE OF FIELD INSTRUCTOR

A field instructor who contemplates a change in employment is asked to notify the OFE as soon as possible and prior to notifying the student. The agency and the OFE will then develop an alternative plan to support the students' education. In the case of a short absence, the field instructor should notify the OFE well in advance, so alternate plans can be made.

E. FIELD PLACEMENT POLICIES AND PROCEDURES

The OFE is dedicated to serving students efficiently and considerately. Procedures related to field placement are continually reviewed and revised to ensure accuracy, appropriateness, and consistency. Questions or concerns about field placement procedures should be directed to the OFE.

1. NO ACADEMIC CREDIT FOR LIFE AND/OR WORK EXPERIENCE

The BSW and MSW degree programs do not award academic credit for life and/or work experience, in whole or in part, in lieu of field placement. This policy is consistent with the education policy and accreditation standards of the CSWE.

2. ACADEMIC CALENDAR

The academic calendar for the School is built upon the University academic calendar. Both take precedence over dates established by field placement agencies.

All students will begin field work each term on the date designated by the School, unless special arrangements have been made.

Although students must complete a minimum number of clock hours per registered semester hour of credit, they are expected to continue in field each term on the days assigned even after the minimum has been met. Most students will put in extra clock hours each semester due to variations among daily schedules and because a system of "precise" time accounting may conflict with rendering professional social services. Generally, students are expected to be in field during regular hours at the agencies to which they are assigned. Furthermore, students are expected to limit their field work activities to the days when they are assigned to the agency.
Field work will end on the date designated by the School for that semester, and no student may stop working before that date.

Holidays: Students in field are expected to follow the University’s calendar for holidays and recesses. Students will have recesses at Thanksgiving, between the fall and winter semesters, and during the winter semester. Exceptions are as follows:

1. **Students who are behind in the required number of field work clock hours.** When a student has lost field work time because of illness or for other emergencies, the time must be made up during holiday and/or student recesses, so that required clock hours are completed by the end of the semester.

2. **Students whose absence interferes with good service.** When an absence during a recess might seriously interfere with the service being rendered to an individual client or group by the student, the student must make arrangements to provide such during the recess.

Students and field instructors need to consider scheduling the students’ time at the agency during the December-January holiday break, if necessary, so appropriate contact with clients and groups can be maintained in order to provide good professional experiences for the student.

If a student engages in field activities during the December-January holiday break the field work clock hours accrued will generally be counted for the next semester, unless the student lacks the required number of field work clock hours for the previous semester.

*The following should be noted:*

1. When some agencies observe special holidays, students assigned to those agencies will act according to agency policy, but students may not count hours for field work credit on days when their agencies are closed to observe religious or other special holidays.

2. Even though they may have completed the minimum number of required clock hours, students **may not terminate field work before the date designated by the School.**

3. Students not participating in such activities as the Social Workers Forum or other professional conferences designated by the School are expected to attend field work on the regular field work days on which the events may be scheduled.


5. If students wish to attend professional conferences other than those designated by the School which conflict with class and field responsibilities, they should consult their faculty advisors.

3. **ATTENDANCE AT FIELD PLACEMENT**

Students are expected to meet their attendance requirements at the field placement site each field work day. If a student must be absent due to illness or emergency, they are to notify the agency at the beginning of the work day. If a student has lost considerable field work time
during a semester because of illness or for other emergencies, they must make up the field work clock hours during holiday or student recesses. Students will not receive credit for field work in any term until the required number of clock hours have been completed.

If students are absent from field work for an extended period and their learning and/or service to clients suffers as a result, they must consult with the assigned faculty advisor and field instructor to make appropriate plans to deal with the situation.

4. FIELD PLACEMENT AT AGENCY WITH FAMILY MEMBER(S) OR CLIENT STATUS

Students shall not be placed for field instruction with any family member or person with whom they have a quasi-familial relationship, which is defined as a close personal or conjugal relationship. Students shall not be placed for field instruction in any organization in which the students or members of their families have been clients.

To avoid breaches of confidentiality and conflicts of interest, the School discourages placement of students in organizations where family members or quasi-family members are employed, especially in small organizations, where breaches of confidentiality and conflicts of interest are more likely to occur. If an organization refuses to accept a student for these reasons, the School shall comply.

5. STUDENT PARTICIPATION ON SCHOOL COMMITTEES

Student participation and involvement are relevant to the student's preparation for the profession, as is the development of responsible leaders. In addition, the School recognizes the need to have students involved in formulating policies related to the degree programs. Consequently, students in key positions in the Student Organization and those serving on student-faculty committees are sometimes allowed to adjust their field work schedule to accommodate organizational needs. This policy in no way affects clock hour requirements for the number of credits the student is registered per term. It does allow the faculty advisor to arrange with agency personnel for students to work in the agency fewer hours on certain days while still obtaining the minimum clock hour requirement.

6. ADVOCACY

In keeping with the social work value of belief in the dignity and worth of the human being, the School has adopted an advocacy policy, which maintains that the professional social worker has a responsibility to act on behalf of others in those circumstances which are beyond the other person's capacities to achieve by their own efforts. This policy applies to all members of the School community as well as clients.

7. LETTERS OF REFERENCE FOR GRADUATING STUDENTS

The faculty has adopted the following policies and procedures regarding letters of reference:

- students are free to ask any faculty member or field instructor for references;
- faculty members and field instructors are free to honor such requests and no one is prohibited from doing so; and
- faculty members and field instructors may refuse to write a reference and no one is prohibited from declining a request.
8. EXTENSION OF FIELD PLACEMENT

Students who find they are unable to complete the required clock hours within the time frame of the designated semester must contact the assigned faculty advisor immediately; the faculty advisor will discuss the situation with the student and the field instructor. If it is determined by the faculty advisor and field instructor that the student receive an extension of field placement, the faculty advisor will contact the Director of Field Education, who will review the situation and determine if the recommendation is conducive to the outlined learning objectives.

9. OFFICIAL STRIKES AT FIELD PLACEMENT

In the event of an official strike at a field work site, the Wayne State University School of Social Work allows involved students to decide whether to continue field work at the placement or to substitute an alternative educational experience as outlined below. The student must notify the faculty advisor and the field work instructor of the decision. If, in the independent opinion of the field work site or the School, the strike seriously disrupts the field work education of the student, the School will initiate a substitute educational plan.

If students decide to remain in their placement, their workloads will continue to be assigned on the basis of their educational needs.

Students who choose to observe the strike will undertake a substitute educational experience which meets their educational requirements and acknowledges the reality of the situation. The nature of the substitute experience will be determined by the faculty advisor in consultation with the BSW and MSW Coordinators, the Director of Field Education, the field work instructor, and the student. It shall require an educational investment reasonably equivalent to the interrupted field work experience.

The Dean's Office will assign responsibility for coordination of alternative educational programs for those students whose regular field work program has been disrupted. Plans to staff alternative programs should take into consideration the effect of the strike on faculty workloads.

When the strike has ended, the faculty advisor, in consultation with the student and other key people involved, will determine the nature of the student's continuing field work experience. The criterion for this decision shall be the educational needs of the student.

During the strike, students will be required to observe full professional responsibility in responding to emergencies affecting their clients. After the strike is over, regardless of the continuing educational plan, the student will be expected to handle his/her former and existing workload responsibilities in full accordance with professional standards of practice.

It will be the responsibility of the field advisor to maintain communication with all field work sites involved in a regular or alternate educational experience for students.

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1 This policy relates only to official strikes. It does not apply to other work stoppages, picket lines, etc., which may be dealt with individually.

2 Students may choose with whom to consult in making this decision. Students should notify their tutorial advisor and field work instructor of their decision, so there is no bias in "contracting in" or "contracting out".
This is to ensure that the student is not put in the position of strikebreaking and to maintain educational standards in workload size.

Because of the many possible variables, it is impossible to detail in advance the nature of the substitute field work experience. For example, if there appears to be a reasonable probability of a very brief work stoppage, the substitute experience might take the form of observational visits, seminars, library assignments, etc. If many field work sites are affected by the strike, it may be difficult to arrange substitute field work in the direct service area. Wherever possible, students should have a substitute experience involving direct experience with clients if the strike appears likely to be lengthy.

This again depends on many variables. For example, if the strike were protracted and the student heavily involved in a substitute experience, it would make sense for field work to be completed in the substitute situation.

This may mean that the student may have a temporarily excessive field workload because of the need to fulfill dual responsibilities. The tutorial advisor is expected to assist the student in dealing with this temporary problem.

10. STUDENT USE OF PRIVATE VEHICLE

In some agencies students are required to use their own vehicles in the performance of field work tasks. In other placements they may choose whether or not to use their own vehicles. In either situation, students should be aware that the driver of the vehicle is responsible in the event of personal injury or property damage and that this responsibility is distinct from that of the agency or the School. Students who use a private vehicle in the performance of field work are advised to check with their insurance agent or other appropriate source of advice to determine if insurance coverage is adequate.

11. STUDENT PROFESSIONAL LIABILITY INSURANCE

In keeping with professional practice, the faculty of the School has approved a requirement that all students enrolled in field work courses must carry professional liability insurance as a condition of field placement. Each student will receive information from the OFE on how to comply; a basic outline is provided below. Students will not be allowed to begin field work until insurance has been acquired and a copy of the declaration page (insurance policy overview) is on file. The period of time missed at the field placement due to not having liability insurance will need to be made up.

12. RESOLUTION OF PROBLEMS REGARDING FIELD PLACEMENT

When field placement questions or concerns arise, students and field instructors are urged to contact the assigned faculty advisor immediately, as problem resolution in field education follows a set procedure. **STEP ONE:** The student should discuss the situation or concern(s) with the field instructor. The student should be approached if the field instructor is experiencing a situation or concern. **STEP TWO:** After discussion, if the problem remains unresolved the student or field instructor should contact the assigned faculty advisor, who
may arrange a meeting with the field instructor and student to discuss the situation or concern(s) in hopes of resolving the problem. **STEP THREE:** If the problem is still unresolved or if further attention is deemed appropriate the next step is to contact the Director of Field Education, and then the Associate Dean.

**FIELD PLACEMENT PROBLEM RESOLUTION PROCEDURE**

1. **1st Contact:** Field Instructor/ Student

2. **2nd Contact:** Faculty Advisor

3. **3rd Contact:** Director of Field Education

4. **4th Contact:** Associate Dean

13. **STUDENT SAFETY**

Students in field must pay attention to their own personal safety and be aware of their current environment. It is difficult to predict when dangerous situations or threatening behaviors might occur. Such incidents may be direct or indirect as determined by factors such as fear, anger, stress, paranoia, and chemical imbalance. One must determine if the situation or behavior being displayed is a result of personality style or the current situation and/or environment. However, following personal intuition increases the probability of everyone remaining safe and calm, and is therefore often the best approach.

**a. RISK REDUCTION GUIDELINES**

Before a student begins field placement, the field instructor should familiarize the student with conditions at the site. Discussion should focus on risk management, safety procedures, and methods for assessing and attending to potentially dangerous situations. If the field instructor does not provide such an orientation, students should request one.

**Risk reduction strategies should:**

1. protect all parties involved (i.e. the client(s), staff, yourself);
2. help the client(s) gain some control, with the least amount of shame or guilt;
3. help the client(s) understand the reasons for their behavior; and
4. help the client(s) express feelings, thoughts, and emotions in an appropriate manner.
General risk reduction guidelines:

1. walk with a sense of purpose and confidence;
2. be alert and aware of people around you, keeping at a safe distance and keeping moving;
3. avoid the side of the street where people are loitering;
4. be aware of safe places that could be used for refuge in case of an emergency (i.e. a store, a library, a school, or a workout facility);
5. conceal purse or bag or secure it to shoulder;
6. wear sensible, appropriate, and comfortable clothing with minimal or no jewelry; and
7. assess multi-story buildings for safety. Be aware of suspicious individuals in stairwells; notice how far apart exits are on the stairwell and pull a fire alarm or emergency lever if needed. Be aware of suspicious individuals on elevators and exit the elevator if possible; if accosted while in the elevator, push all buttons.

General risk reduction guidelines while at field placement:

1. respect realistic limitations and boundaries. Listen to your gut instinct and know when to stay and when to leave;
2. keep your work area neat. If working with a potentially aggressive client, be sure to keep items that could potentially be used as weapons out of sight (i.e. scissors, hot liquids, disinfectant spray);
3. alert staff members if you anticipate that you might need assistance before entering a crisis, or potentially dangerous situation;
4. stay calm. Talk in a normal tone and avoid emotional or aggressive responses, threats, or commands. Allow the client(s) appropriate choices or practical rationale;
5. take a non-threatening, but protected stance/posture. This usually means standing slightly sideways to the individual beyond arms reach with your arms held near the upper body. Break eye contact occasionally;
6. don’t walk away from an escalating client. Acknowledge his/her feelings and attempt to calmly discuss the situation. Involve the staff member with the most therapeutic rapport to work one-on-one with the client;
7. avoid sudden movements or commands; and
8. contact emergency services if needed.
What to do if attacked or seriously threatened while at field placement:

1. follow agency procedure to handle the immediate situation; debrief with field instructor/task supervisor;
2. get medical attention if needed;
3. notify the School of Social Work’s Office of Field Education; and
4. realize that a physical attack or threatening behavior is frightening and seek assistance if needed.

b. SAFETY WORKSHOP

All students must attend a safety workshop before starting the first field placement in the designated degree program; it is designed to increase awareness of behaviors which promote safety and help avoid unsafe situations. BSW junior and MSW core year students are expected to attend a safety workshop prior to starting the first field placement. BSW senior and MSW advanced year students are not required to attend a safety workshop.

A safety workshop is a two-hour session, designed especially for social work students and presented by police officers from the University’s Department of Public Safety; sessions are scheduled throughout the fall semester. Some of the topics discussed are home visits, handling agitated clients, and agency safety techniques, as well as campus safety protocol. Students will be notified by the School’s Office of Admissions and Student Services of planned safety workshops coinciding with orientation events.

c. SAFETY CHECKLIST

The safety checklist includes numerous topics pertaining to agency procedures, operations, guidelines, and policies relating to safety and precautionary measures. Students may want to give a copy to their field instructor to ensure important material is discussed before starting field work. Field instructors should discuss the material included on the safety checklist as part of orientation for new students. If the field instructor does not provide such an orientation, students should ask to review the safety checklist with the field instructor. A sample safety checklist is included in the Appendices.

14. AFFILIATION AGREEMENT

An affiliation agreement documents the agreement between the School and field placement agency and includes the terms and conditions of the field placement. It also includes the responsibilities of the School and the agency. Some field placement agencies require an affiliation agreement, and others do not. If an affiliation agreement is required the agency can either request a School version or submit an agency version to the School.

If an affiliation agreement is approved, students can be placed at the agency. If an affiliation agreement is declined, students cannot be placed at the agency and the OFE contacts the agency for further discussion. The following diagram outlines the approval process for an affiliation agreement:
AFFILIATION AGREEMENT PROCEDURE

1st Step: Affiliation agreement is requested or submitted

2nd Step: Affiliation agreement is submitted to the OFE

3rd Step: OFE gives affiliation agreement to the Dean: either signs or declines

4th Step: Dean gives affiliation agreement to General Counsel: either signs or declines

5th Step: General Counsel gives affiliation agreement to the Provost: either signs or declines

6th Step: Affiliation agreement returned to the OFE

APPROVED
(Can accept students)

NOT APPROVED
(Can’t accept students)

15. BACKGROUND CHECK/ FINGER PRINTS

Some field placement sites require that students undergo a criminal background check and/or finger printing before field work can begin. Some field placement sites pay for these services, others require the student to pay all costs. The Public Safety Department at Wayne State University offers low cost criminal background checks and finger printing. These services are available during specified business hours on certain days; please contact the non-emergency division of the WSU Public Safety Department at (313) 577-6057 for further information.

Please note, some field placement sites require electronic finger printing and this service is not available through the WSU Public Safety Department.

16. FIELD PLACEMENT CLOCK HOURS

Field placement hours are referred to as “clock hours.” The required number of field placement clock hours is determined by registered credit hours and curricular status. Field placement clock hours must be earned while performing field placement tasks on the agreed upon field placement days.
a. VERIFICATION

Students are strongly advised to keep a time log of all field placement clock hours accrued while performing field work at the field placement site. Keeping a weekly and/or monthly log will help to resolve discrepancies regarding accumulated clock hours. If the field placement site has a time-tracking system already in place, students are advised to use it. However, students at field placement sites that do not have a time tracking system are strongly advised to review and use the monthly time log in the Appendices.

b. REQUIREMENTS FOR DEGREE PROGRAMS

Students in the specified degree programs are required to complete the following field placement requirements:

### BSW PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>Semesters</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>1</td>
<td>5</td>
<td>230</td>
</tr>
<tr>
<td>Senior</td>
<td>2</td>
<td>10</td>
<td>460</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3</strong></td>
<td><strong>15</strong></td>
<td><strong>690</strong></td>
</tr>
</tbody>
</table>

### MSW PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>Semesters</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>2</td>
<td>8</td>
<td>450</td>
</tr>
<tr>
<td>Advanced</td>
<td>2</td>
<td>8</td>
<td>450</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4</strong></td>
<td><strong>16</strong></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>
MSW PROGRAM: Advanced Year Electing 4 Additional Credit Hours

<table>
<thead>
<tr>
<th>Year</th>
<th>Semesters</th>
<th>Credits</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>2</td>
<td>12</td>
<td>676</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>12</td>
<td>676</td>
</tr>
</tbody>
</table>

c. ACCEPTABLE ACTIVITIES FOR OBTAINMENT OF CLOCK HOURS

Field placement clock hours accrued throughout a semester must be earned by completing and participating in designated field work tasks. Some students will be required to attend trainings, meetings, orientations, or perform other activities not necessarily located on agency grounds or that do not require active participation in field work. Such required activities are accepted as field placement clock hours because they allow the student to become acclimated to the setting and/or tasks to be performed. Tasks that have no bearing on the field work to be performed are not counted towards the accrual of field placement clock hours.

Questions about acceptable activities should be resolved by asking the field instructor. If the field instructor cannot provide an answer or if the field instructor’s answer contradicts the student’s perception, the assigned faculty advisor should be approached. Below is a chart outlining possible scenarios:

<table>
<thead>
<tr>
<th>FIELD PLACEMENT ACTIVITY</th>
<th>ACCEPTABLE FOR CLOCK HOURS</th>
<th>UNACCEPTABLE FOR CLOCK HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attends a new hire orientation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Time it takes a student to travel from home to the field placement site</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student attends a school-related event during scheduled field placement day</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Time it takes a student to travel from the field placement site to a client home</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

d. CLOCK HOURS AND CREDIT HOURS

Clock hours are the number of hours a student is at the field placement site performing field work tasks. Students in the BSW program are expected to complete 230 clock hours (1 clock hour = 60 minutes) each semester of field work. Students in the MSW program are expected to complete 225 clock hours (1 clock hour = 60 minutes) each semester of field work.
Credit hours are the number of credits assigned to a course in order to assist in the accumulation of a specified number of credit hours required for graduation from a degree program. Credit hours are determined by numerous factors, including difficulty/frequency of required course assignments, content covered, and hours of attendance per week.

17. CLASSROOM ASSIGNMENTS

If students are asked to present situations from their current field placement as written assignments for courses, they should preserve client privacy by disguising facts and the field instructor should be informed.

18. JURY DUTY

Students requested to participate in jury duty are excused from their field placement site for the duration of the assigned term. However, all clock hours missed must be made up in order to accumulate the specified number of field work clock hours for the curricular year to meet degree requirements.

19. WORK SITE PLACEMENT POLICY

Students entering the BSW senior year and MSW core and advanced years may be considered for a work site placement if they have not done one previously. To be considered a student must declare interest by submitting a two request forms (one for the student and one for the potential work placement site), available from the OFE, with all other field placement material. Students who are approved will still be expected to complete all field placement requirements and tasks. The approval or disapproval of a work site placement is based on the policy for the designated degree program.

a. UNDERGRADUATE POLICY

POLICY, PROCESS, AND CRITERIA
RELATIVE TO FIELD EDUCATION
IN
THE PLACE OF EMPLOYMENT
(WORK SITE PLACEMENT)

BACHELOR OF SOCIAL (BSW) WORK DEGREE PROGRAM:
STUDENTS IN FULL-TIME AND PART-TIME PROGRAM PLANS

POLICY
The School determines the content and scope of its curricula. Field education is one of the five required curricular areas of the Bachelor of Social Work (BSW) program, the course work for which is fulfilled in agency settings. In joint venture with agencies, the School, acting through the Office of the Director of Field Education, makes student placements based on policies within the framework of educational objectives and standards. Students are informed of the steps in the selection process. Placements are made within reasonable geographic limits, consistent with School resources. The director selects agencies and assigns individual students. Students’ interests, objectives and goals, geography, and other factors are taken into consideration.
The detailed policy for field placement at the work site for full-time or part-time BSW students follows:

- Field work in the place of employment may be requested for the senior year. Students will not be considered for a work site placement at an agency if they had a prior field placement there.

- Field work may be located in the student’s place of employment if the student has been employed by the agency for at least one year and suitable assignments can be arranged.

- Suitability of assignments for work site placements in the senior year is determined by the Director of Field Education, using the advice of the Placement Committee.

- Once the work site is approved, the faculty advisor becomes responsible for overseeing the student’s educational experience, and has other responsibilities, as detailed in this manual.

- Students enrolled in the School of Social Work shall not be placed for field instruction with any person with whom they have a familial or quasi-familial relationship.

- Quasi-familial means a student maintains a close personal or conjugal relationship.

- Students enrolled in the School of Social Work shall not be placed for field instruction in any organization in which students or members of their families have been involved as clients.

- To avoid breaches of confidentiality and conflicts of interest, the School of Social Work discourages placement of students in organizations where family members or quasi-family members are employed, especially in small organization where breaches of confidentiality and conflict of interest are more likely to occur. Moreover, the School will comply whenever an organization providing field instruction refuses to accept students involved in familial or quasi-familial relationships.

- At any time, if the School’s criteria are not being met, the School may discontinue a work site placement. Generally, discontinuation of the work site placement is initiated by the faculty advisor in consultation with the Director of Field Education. The Director in turn, makes the final determination, consulting with the BSW Coordinator, if appropriate.

- At any time, the agency may discontinue a work site placement if there are circumstances that prohibit the student from achieving his or her educational goals, or if the student’s employment is terminated.

In addition to this policy, all related policies in the Field Education Manual and in the Wayne State University Undergraduate Bulletin shall apply.

**PROCESS**

The process for a student to request a work site placement and for the School to determine eligibility of work site are as follows:

1. Following a successfully completed junior year field placement, a student is eligible to apply for a senior year field placement in their place of employment.
2. The student may obtain the form “Application for Field Placement at Place of Employment” and the documents “Policy, Process, and Criteria Relative to Field Education in the Place of Employment” and other related field placement material from the OFE before the beginning of the senior year.

3. When the student returns the completed placement material, the OFE will begin the process of determining the eligibility of the work site placement. The application for work site placement must be submitted, along with all other required materials from the student and agency by the field placement deadline.

4. If the work site is approved for the student’s placement, the OFE will execute an agreement with the work site, including clarifying details about the field instructor and specific learning assignments.

5. Students may not apply for a work site placement after being assigned a field placement, or if they have participated in a field placement assignment for all or part of a term or an academic year.

6. Only the School has the right and responsibility for determining the eligibility of the work site as a field placement. And its decision cannot be appealed.

CRITERIA
Proposals for placements in a student’s place of employment will be considered when unique professional training circumstances exist. The student must discuss the proposal with the employing agency administrator responsible for staffing decisions, but all formal arrangements are made solely by the OFE and the agency.

1. The work site must meet School field site criteria.

2. The agency must be large enough, with multiple programs in different geographic locations, to provide the student with a field work experience which is in a unit or program and location different from the student’s employment assignment. The field work experience must be educationally focused and meet the School’s learning objectives, with a different set of tasks, and different clients from those the student deals with as an employee.

3. The field instructor must have an MSW degree, two years of post-MSW experience and have been employed by the agency for at least one year.

4. The field instructor must have expertise in the areas involved in the field experience.

5. A field instructor must be approved by the Director of Field Education. The field instructor should not be a friend or a colleague of the student or present a conflict of interest or the appearance of a conflict of interest. For example, if the student is the executive director of the agency or is in a supervisory relationship with staff, a conflict of interest is present.

6. The field instructor cannot be the work supervisor, or have supervised the student in the past.

7. Proposed field instruction assignments must differ significantly from present or previous employment experiences in the agency. And field work time and job time must be accrued separately: time spent in the field experience must be done in documented blocks of time different from job time.
8. The field experience must match the goals and objectives for the senior year field experience.

9. Appropriate agency personnel must sign the student form, “Application for Field Placement at Place of Employment.”

10. Appropriate personnel must complete and return with signatures all agency material related to “Field Placement at Place of Employment.”

Policies and procedures approved by the Faculty on November 9, 1999 and modified on November 9, 2004.

b. GRADUATE POLICY

| POLICY, PROCESS, AND CRITERIA RELATIVE TO FIELD EDUCATION IN THE PLACE OF EMPLOYMENT (WORK SITE PLACEMENT) |
| MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAMS: STUDENTS IN FULL-TIME AND PART-TIME PROGRAM PLANS |

**POLICY**

The School determines the content and scope of its curricula. Field education is one of the five required curricular areas of the Master of Social Work (MSW) degree program, the course work for which is fulfilled in agency settings. In the joint venture with agencies, the School, acting through the office of the Director of Field Education, makes student placements based on policies within the framework of educational objectives and standards. Students are informed of the steps in the selection process. Placements are made within reasonable geographic limits, and consistent with School resources. The director selects agencies and assigns students. Students’ interests, objectives and goals, geography, and other factors are taken into consideration.

The detailed policy for field placement at the work site for full-time or part-time MSW students follows:

- Field work in the place of employment may be requested for the Core year or the advanced year. Students will not be considered for a work site placement if they had a prior field placement there.

- Field work may be located in the student’s place of employment if the student has been employed by the agency for at least one year and suitable assignments can be arranged.

- Suitability of assignments for work site placements is determined by the Director of Field Education, in consultation with the Placement Committee.

- Once the work site is approved, the faculty advisor becomes responsible for overseeing the student’s educational experience, and has other responsibilities, as detailed in this manual.

- Students enrolled in the School of Social Work shall not be placed for field instruction with any person with whom they have a familial or quasi-familial relationship.

- Quasi-familial means a student maintains a close personal or conjugal relationship.
• Students enrolled in the School of Social Work shall not be placed for field instruction in any organization in which they or members of their families have been involved as clients.

• To avoid breaches of confidentiality and conflicts of interest, the School of Social Work discourages placement of students in organizations where family members or quasi-family members are employed, especially in small organizations where breaches of confidentiality and conflicts of interest are more likely. Moreover, the School will comply whenever an organization providing field instruction refuses to accept a student because of familial or quasi-familial relationships.

• If, at any time, the School's criteria are not being met, the School may discontinue a work site placement if. Generally, discontinuation is initiated by the faculty advisor in consultation with the Director of Field Education. The Director, in turn, makes the final determination, consulting the MSW Coordinator, when appropriate.

• At any time, the agency may discontinue a work site placement if there are circumstances that prohibit the student from achieving his or her educational goals, or if the student's employment is terminated.

In addition to this policy, all related policies in the Field Education Manual and in the Wayne State University Graduate Bulletin shall apply.

PROCESS
The process for a student to request a work site placement and for the School to determine eligibility of a work site placement is as follows:

1. When a student confirms admission into the MSW program and declares interest in a work site placement, the OFE will send the student the “Application for Field Placement at Place of Employment”, “Policy, Process, and Criteria Relative to Field Education in the Place of Employment” and other related field placement material.

2. A student who has successfully completed the core year may apply to the OFE to be considered for a work site placement for the advanced year if there was no prior placement at the place of employment.

3. When the student returns the completed placement material, the OFE begins the process of determining the feasibility of the work site placement. The application for work site placement and other materials required from the student and agency must be submitted by the deadline established by the OFE.

4. If the work site is approved for the student, the OFE will develop an agreement with the work site, including clarifying details about the field instructor and specific learning assignments.

5. If a student has been assigned a field placement, or has participated in a field placement assignment for all or part of a term or an academic year, she/he may not apply for a work site placement.

6. Only the School can determine the eligibility of the work site as a field placement. And its decision cannot be appealed.
CRITERIA

Proposals for placements in a student’s place of employment will be considered when unique professional training circumstances exist. The student must discuss the proposal with the employing agency administrator responsible for staffing decisions, but all formal arrangements related to the proposed assignment are made by the OFE and the agency.

1. The work site must meet School field site criteria.

2. The agency must be large enough, with multiple programs in different geographic locations to provide the student with a field work experience which is in a unit or program and location different from the student’s employment assignment. The field work experience must be educationally focused and meet the School’s learning objectives, with a different set of tasks, and different clients from those the student deals with as an employee.

3. The field instructor must have an MSW degree, two years of post-MSW experience and have been employed by the agency for at least one year.

4. The field instructor must have expertise in the areas involved in the field experience.

5. A field instructor who is a member of the agency staff must be assigned and be approved by the Director of Field Education. The field instructor should be a friend or a colleague of the student or present a conflict of interest or the appearance of a conflict of interest. For example, if a student is the executive director of the agency or is in a supervisory relationship with staff, a conflict of interest exists.

6. The field instructor cannot be the work supervisor or have supervised the student in the past.

7. Proposed field instruction assignments must differ significantly from present or previous employment experiences in the agency. And field work time and job time must be accrued separately: time spent in the field experience must be done in documented blocks of time different from job time.

8. The field experience must match the goals and objectives for the core year.

9. In the advanced year, the field experience must match the requirements of the student’s concentration.

10. Appropriate agency personnel must sign the “Application for Field Placement at Place of Employment.”

11. Appropriate personnel must complete and return with required signatures all agency material related to “Field Placement at Place of Employment.”

Policies and procedures approved by the Faculty on November 9, 1999 and modified on November 9, 2004.
F. GRADING, EVALUATION, AND PROGRAM TERMINATION/REINSTATEMENT POLICIES AND PROCEDURES

1. GRADING PROCEDURE

The faculty advisor assigns the final mark in field work in consultation with the field instructor. The marks of S and U indicate student performance in field work at the close of each semester. S and U indicate satisfactory and unsatisfactory performance, respectively. In addition to these, the mark of M is used in the MSW degree program grading system for field work courses. The mark of M, marginal performance, will be assigned when the work is below satisfactory (S) but does not warrant the mark of unsatisfactory (U).

Although students are formally marked in relation to performance in field work only at the end of the semester, evaluation should be a continuous process and the field instructor and the student should regard each field instruction conference as an evaluation opportunity. Performance criteria for students at various curricular levels in field work are included in the syllabus. BSW and MSW curricular level syllabi are in the Appendices.

2. APPEALS PROCEDURE

The instructor evaluates student work and assigns grades according to his or her academic and professional judgment. However, students are entitled to appeal, based on the following grounds: (1) the application of non-academic criteria in the grading process; (2) sexual harassment; or (3) evaluation of student work by criteria not directly reflective of performance related to course requirements. If a student disputes the final grade awarded, for one or more of the above reasons, the following appeal steps should be taken.

1. Informal Review: The student shall discuss the disputed final grade with the instructor of the course. If the dispute is not resolved informally, the student may initiate a formal appeal.

2. Formal Appeal Procedures:

   a. Within thirty (30) calendar days after official notification of grades through the university Pipeline system for the term in which the disputed grade was awarded, and when the informal review fails to resolve the dispute, the student shall submit a written appeal (email unacceptable) detailing his/her objections along with supporting documentation to the instructor. The instructor shall provide a written response within ten working days.

   b. If the dispute continues to be unresolved, the student may submit a written statement (email unacceptable) detailing his/her objections, along with supporting documentation, to the dean within ten working days of receiving the instructor’s response.

   c. The dean shall review the complaint and provide a copy of it to the instructor. The instructor is invited to reply in writing to the student’s complaint. Where appropriate, the dean may consult with a Grade Appeals Committee for advice. Students will be notified of the dean’s decision within thirty working days after the request is received. The Dean's decision shall be final at the School level.
3. University Level Academic Appeals Procedure: When the appeal procedures within the School have been exhausted, the student may request the Vice President for Academic Affairs to review the decision on the record. Procedures for requesting a review by the Vice President for Academic Affairs are published in the University Bulletin.


Revised on March 17, 2000

3. EVALUATION AND PERFORMANCE ACHIEVEMENT RATING PROCEDURE

The School believes that consistent assessment and evaluation of all involved parties is an important means for improving the OFE and field placement procedures. Student Performance Achievement Rating forms, specific to curricular level, are distributed to assess student performance. Separate evaluation forms are distributed to assess faculty advisement and field placement experiences. The assessment and evaluation of performance is intended to provide constructive feedback rather than punitive commentary.

Field instructors assess student performance by completing a Performance Achievement Rating form at the end of each semester. Field instructors may complete the form alone or with the student present, but the field instructor must review the completed form with the student before it is submitted to the faculty advisor. The student must download a hard copy of the appropriate curricular level Performance Achievement Rating form from the School internet site or from this manual, provide it to the field instructor, and return the completed form to the assigned faculty advisor before the end of each semester to obtain a grade for field work. All student Performance Achievement Rating forms are in the Appendices.

Students will be asked to evaluate their faculty advisor's performance and their field placement experience after the last semester of field work is completed; forms are sent electronically to all students who complete field work during the academic year. These evaluations are confidential and will be reviewed by the Dean only for reference and improvement purposes. Information about the Field Placement Site and Faculty Advising Evaluation is included in the Appendices.

Field instructors will be asked to evaluate the field placement experience after the last semester of field work is completed; forms are mailed to all field instructors who supervised a student during the academic year. These evaluations are confidential and will be reviewed by the Dean only for reference and improvement purposes. Information about the Field Instructor Evaluation of Field Experience is included in the Appendices.

4. ACADEMIC TERMINATION

Academic termination is expulsion from a School degree program based on academic performance, including marks received and professional demeanor.

a. UNDERGRADUATE STUDENT POLICY

In order to graduate, an undergraduate student is required to achieve and maintain a minimum grade point average (gpa) of 2.00 during the junior and senior years.1 Students who do not maintain a 2.00 gpa will be given an academic warning at the end of the semester in which the grade point average falls below 2.00 or upon receipt of a "D+" grade in the professional component of the curriculum.
A student will be terminated from the BSW Program if one or more of the following occur:

1. Receipt of one (1) grade of "E" in a classroom course in the professional component of the curriculum.
2. Receipt of two (2) grades of "D+" or below in the classroom course in the professional component of the curriculum.
3. Receipt of one (1) mark of "U" (unsatisfactory) in field work.
4. Receipt of two (2) marks of "M" (marginal pass) \(^2\) in field work.
5. Receipt of one (1) grade of "D+" or below in a classroom course in the professional component and one (1) mark of "M" (marginal pass) in field work.
6. A GPA below 2.00 at the end of the junior year.
7. Receipt of one mark of "X" (no grade reported) in a classroom course in the professional component or in field work.

At any time a student has the right to contact the University Ombudsperson.

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1 The minimum grade point average 2.00 required during the junior and senior years includes all grades in professional, general education (co-requisites) and elective courses recorded after admission to the program leading to the BSW degree. Although a C- is classified as a "fair" grade, a C- average (1.67 GPA) is below satisfactory performance for a BSW student.

2 The mark of "M" (marginal pass) indicates that the student's performance in field work is barely satisfactory. The work is below satisfactory but does not warrant the mark of "U" (unsatisfactory.)

b. GRADUATE STUDENT POLICY

A graduate student shall be terminated from the MSW Program and a graduate or postgraduate student will be terminated from the Graduate Certificate Program in Social Work Practice with Families and Couples even if he/she meets the grade point average required for graduation or receipt of the certificate as specified in the W.S.U. Bulletin but one or more of the following occur:

1. Receipt of "B-" grades and below in three (3) classroom courses. \(^1\)
2. Receipt of two (2) marks of "M" in field work. \(^2\)
3. Receipt of grades "B-" and below in two (2) classroom courses and one (1) mark of "M" in field work.
4. Receipt of one (1) grade of "D" or "F" in a classroom course or one (1) mark of "U" in field work.
5. Receipt of one (1) mark of "X" in a classroom course in the professional component or in field work.

When any of the above deficiencies occurs, the student will be notified of termination. Students will receive an academic warning upon receipt of a "B-" grade or below or mark
of “M.” According to the WSU Graduate Bulletin, “Grades of B- minus and below are unsatisfactory for graduate level work and constitute valid cause for dropping a student from a graduate program.”

At any time a student has the right to contact the University Ombudsperson.

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1 For purposes of these procedures, only the final grade earned in S.W. 8996 or SW 8999 shall be considered.

2 The mark of “M” (marginal pass) indicates that the student’s performance in field work is barely satisfactory. The mark applies when the work is below satisfactory, but does warrant the mark of “U” which is unsatisfactory.

c. ALL STUDENTS

Academic offenses such as cheating or plagiarism may lead to expulsion, suspension, or some other appropriate disciplinary action. The Office of the Dean at the School shall notify the student in writing when expulsion, suspension, or other disciplinary action is the result of cheating or plagiarism.

At any time a student has the right to contact the University Ombudsperson.

5. ACADEMIC REINSTATEMENT PROCEDURE

Any undergraduate or graduate students whose performance has resulted in termination and who believes that there are extenuating circumstances which might justify reinstatement may ask the dean, in writing (email unacceptable), to consider those circumstances. Requests for reinstatement shall be made as soon as possible, but no later than two weeks after the start of classes in the semester following termination. When a grade of an "I" or a "Y" is awarded following removal which results in notification of termination, the request for reinstatement must be made no later than two weeks after the notification.

1. Within two weeks of receipt of a reinstatement request, the dean shall establish a Reinstatement Advisory Committee of five members of the full-time faculty chosen by the student from a list of seven drawn by lot from the faculty roster. Faculty members so selected must serve. If the student fails to select five faculty members, his/her request will not be considered and no further action will be taken. The student may ask the Student Organization to select two students (from a standing list selected by a procedure to be developed which is satisfactory to the Student Organization and the Faculty Organization) to join the faculty members on the committee. The committee will select its chairperson.

2. The student shall submit, in writing (email unacceptable), his/her reasons for believing that satisfactory performance can be achieved upon reinstatement, and may submit in writing any relevant supporting data to help back that claim.

3. The committee may also request relevant written data, opinions, recommendations and/or evaluations from any appropriate source that may assist it in reaching a decision.

4. The committee shall deliberate and reach a decision in private and transmit its advisory written recommendations to the dean, normally within ten business days from time of appointment unless it cannot obtain material it deems necessary. The dean shall consider the committee’s recommendation and notify the student of the decision within one week after getting the committee’s report.
5. An undergraduate student shall be terminated following reinstatement if he/she receives a grade of D+ or below in class in the professional curriculum or below "S" in field work. A graduate student shall be terminated following reinstatement if he/she receives any grade of B- or below in class or below "S" in field work. Consideration by a Reinstatement Advisory Committee is at the discretion of the dean. The Reinstatement Advisory Committee shall be selected using the process described in item 1 above.

6. Terminated students who do not request reinstatement within the time limits outlined above or who are not reinstated by the dean, and who subsequently wish to be considered for readmission, must follow regular procedures for admission to the School but may not be readmitted for at least two years. An undergraduate student shall be terminated following readmission if he/she receives a grade of D+ or below in class in the professional curriculum or below "S" in field work. A graduate student shall be terminated following readmission if he/she receives any grade of B- or below in class or below "S" in field work. Consideration by a Reinstatement Advisory Committee is at the discretion of the dean. This modification of June 10, 1980 applies to all students admitted into planned programs after that date.

6. STUDENT GRIEVANCE PROCEDURE

Whenever a student fails to do satisfactory work at any time prior to receipt of a degree in the judgment of the faculty it must require the student to withdraw. Such decisions may be based on deficiencies in performance in class or field or in personal fitness for the profession.

A student having a grievance with a field instructor or a faculty member should first discuss the grievance with that person. If a discussion does not resolve the grievance, the student should discuss it with the faculty advisor. Students are also free to consult with other faculty members, the Director of Field Education, Program Coordinators, and finally, the Associate Dean and the Dean. A student can also contact the University Ombudsperson at any time. A student having a concern about grades should follow the steps outlined in “Procedure for Review of Grades,” found in this manual.

7. WITHDRAWAL AND READMISSION PROCEDURE

WITHDRAWAL FROM THE BSW AND MSW PROGRAMS

a. A student who has been admitted to the Bachelor of Social Work or the Master of Social Work degree programs shall be considered to have withdrawn from the program if the student is not enrolled in a course and/or field work during any semester (Fall-Winter-Spring/Summer) of a planned program of study within the framework of the plan which has been approved.

b. In order to terminate in good standing, students who withdraw from the program permanently or temporarily for whatever reason, shall formalize their withdrawal as follows:

1. Consult with the faculty advisor.

2. Consult with the Academic Services Officer and complete the appropriate registration and withdrawal forms in the Office of Admissions and Student Services.
3. Submit to the Director of Admissions and Student Services a formal letter of withdrawal to be acknowledged by that office. The letter shall include:

   a. The date of withdrawal and the reason for withdrawal.

   b. An intention to reapply, if applicable.

   c. Proposed date of reapplication.

READMISSION

Students who have been enrolled in a planned program leading to the Bachelor of Social Work or the Master of Social Work degree, who has withdrawn from the program, and who wish to be considered for readmission to complete degree requirements, must follow regular procedures for admission to the School.

Policies and Procedures approved by the Faculty 5/5/88

VII. APPENDICES

A. NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS

The National Association of Social Workers (NASW) has an established code of ethics which all social workers are expected to follow. The NASW code of ethics strives to ensure social workers exceed public expectations and uphold a uniform set of principles. The primary focus of the profession is to improve the quality of life for people in need or requiring assistance. Special attention should be paid to oppressed, vulnerable, and poverty-stricken populations. The NASW Code of Ethics can be viewed on the NASW web site, www.naswdc.org.
B. PERFORMANCE ACHIEVEMENT RATING FORMS

1. SW 3998: JUNIOR YEAR

Wayne State University
School of Social Work

FIELD EDUCATION
PERFORMANCE ACHIEVEMENT RATING

BACHELOR OF SOCIAL WORK - JUNIOR YEAR

______________Semester, 20_____

Name of Student: ____________________________________________

Name of Agency: ____________________________________________

Name of Field Instructor: ____________________________________

Name of Faculty Advisor: _____________________________________

Number of Clock Hours Completed: ______________________________

Signatures of Participants in the Evaluation Process:

________________________________________   _____________

Student                  Date

________________________________________   _____________

Field Instructor         Date

The faculty advisor is responsible for assigning the mark. The following marks are used:
S = Satisfactory
M = Marginal Pass
U = Unsatisfactory

TO BE COMPLETED BY FACULTY ADVISOR

MARK: ___________

SIGNATURE: ___________________________________________________

FACULTY ADVISOR

PLEASE RETURN PERFORMANCE ACHIEVEMENT RATING FORM (UPON COMPLETION) TO THE
FACULTY ADVISOR

BACHELOR OF SOCIAL WORK - JUNIOR YEAR
Introduction to the Performance Achievement Rating Scale:
The Junior Year Performance Rating is composed of two inter-related components. One component is the knowledge and skills basic to the social work profession; the other is student/agency objectives.

1. The Field Education Plan lays out the goals, objectives, specific task assignments, time-lines and status reports developed and agreed upon by the field instructor and the student. This component is unique for each student and field placement agency. The plan should be attached to the rating form.

2. The knowledge and skills component includes the full range of social work practice providing an in-depth evaluation of performance in specific areas of academic content and professional social work standards. This component is divided into three sections:
   I. The Agency
   II. Knowledge and Skills in Service Delivery
   III. Professional Development

3. The Rating Scale:
   Ratings are made each semester and are not cumulative. The Rating Scale for each of the three sections is:
   a. Does not meet expectations: The student is unable to perform even minimal tasks and does not demonstrate an understanding of the theoretical base of materials.
   b. Marginal: The student requires intensive redirection. The student demonstrates effort but has difficulty in achieving required expectations.
   c. Meets expectations: The student demonstrates both ability and knowledge which meets the basic expectations as listed in the criteria for each section.
   d. Above expectations: The student demonstrates knowledge and ability above the criteria set for this level.
   e. NA: not applicable

4. Criteria: These criteria identify the knowledge and skills basis for evaluating each of the specific points in the three Performance Achievement Rating sections.

5. Specific comments may be added after each section. If any item within a section has been rated either “Does not meet...” or “Marginal”, an explanation should be added in the area provided for comments.

6. Please note strengths, achievements and initiatives shown by the student in the performance of his/her assignments and work contacts in the comment sections or narrative summary.

7. The term client refers to constituents, patients, and consumers of service.
1. Describe the student’s assignments and other field education experiences such as in-service training and workshops. Include the nature of the client/constituent problems/issues, age, gender, length of service, number of client’s etc. Describe the nature of the service, e.g., observations, interviews, service to individuals, groups, families, committees, organizations.

2. Also list the learning activities used to evaluate the performance achievement, e.g., process recordings, tapes, observations, field instruction conferences, and/or written documents.
I. THE AGENCY
Items here reflect the student’s overall knowledge of the agency and the scope of social work.

Criteria:

- Professional Decorum: Presents in an appropriate manner. Participates in meetings.
- Dependability: Reports to field site punctually on required days. Uses agency system to report tardiness or absences.
- Agency: Begins to develop awareness and understanding of agency mission, culture, policies and procedures.

<table>
<thead>
<tr>
<th>The Agency A. Work Habits</th>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates commitment to internship by regular attendance and punctuality at the agency</td>
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<td>2. Completes assignments on time and meets deadlines</td>
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<td>3. Works cooperatively as a member of the agency team</td>
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<td>4. Prepares for field instruction, supervision and other education sessions by having agendas, reports and records as scheduled</td>
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<tr>
<td>5. Participates in field instruction conferences i.e., raising questions, concerns, eliciting feedback and developing Field Education Learning Plan</td>
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<td>6. Completes process recordings</td>
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<td>7. Dresses appropriately in the work place</td>
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</tbody>
</table>

Comments:

B. Knowledge of Agency

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of mission and function of the agency</td>
<td></td>
<td></td>
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<tr>
<td>2. Understands agency policies, standards and procedures</td>
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<td>3. Is aware of own role at agency</td>
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<td>4. Demonstrates knowledge of agency record keeping</td>
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<td>5. Demonstrates knowledge of agency client population</td>
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</tbody>
</table>

Comments:
II KNOWLEDGE AND SKILLS IN SERVICE DELIVERY

Items here reflect the student’s knowledge of the agency, social work and use of self.

Criteria:
A. Client Skills  Demonstrates awareness of clients’ needs. Engages client in meaningful relationship.
B. Scope of Practice  Understands client’s background and needs and begins to integrate these into goal setting.
C. Personal development  Cooperates with agency and outside-agency staff and begins to understand roles of other disciplines at agency.

<table>
<thead>
<tr>
<th>KNOWLEDGE AND SKILLS IN SERVICE DELIVERY</th>
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</thead>
<tbody>
<tr>
<td>Communication and Relationship Skills</td>
</tr>
<tr>
<td><strong>Does not meet</strong></td>
</tr>
<tr>
<td><strong>Marginal</strong></td>
</tr>
<tr>
<td><strong>Meets</strong></td>
</tr>
<tr>
<td><strong>Above Expectations</strong></td>
</tr>
<tr>
<td><strong>NA</strong></td>
</tr>
</tbody>
</table>

1. Expresses self effectively in verbal communication
2. Expresses self effectively in written communication
3. Demonstrates ability to report behavior in specific non-labeling terms
4. Demonstrates ability for establishing empathic relationships
5. Includes attitudes and feelings in process recordings

Comments:

Observation

1. Appropriately uses observation skills
2. Describes the environmental context
3. Demonstrates knowledge of functioning of individuals, families and groups in developing a plan.

Comments:
## Problem Definition, Fact-finding and Assessment

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifies the major concerns of the client system</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Is purposeful in gathering data</td>
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<tr>
<td>3.</td>
<td>Is able to organize data appropriately</td>
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<td>4.</td>
<td>Understands the dynamic of beginning and middle phases</td>
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<tr>
<td>5.</td>
<td>Identifies major social, political and economic policies which impact service delivery</td>
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**Comments:**

### Designing a Plan of Action

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<tr>
<th></th>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Collaborates with others in the development of the treatment plan</td>
<td></td>
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<tr>
<td>2.</td>
<td>Uses an ecological system approach in developing a plan of action</td>
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<tr>
<td>3.</td>
<td>Uses problem solving approaches to intervention.</td>
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<td>4.</td>
<td>Involves clients in setting goals and objectives.</td>
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**Comments:**

### Intervention

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<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Appropriately involves the client and related support systems</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Demonstrates ability to utilize community resources appropriately</td>
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<td>3.</td>
<td>Uses the mediator role in helping resolve actual and potential conflict</td>
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<tr>
<td>4.</td>
<td>Uses problem solving approaches to intervention</td>
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**Comments:**
**KNOWLEDGE AND SKILLS IN SERVICE DELIVERY contd.**

### Termination

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<tr>
<th></th>
<th>Does not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
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</thead>
<tbody>
<tr>
<td>1. Appropriately plans ahead for the end phase with clients and agency</td>
<td></td>
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<tr>
<td>2. Establishes closure at the end of the individual/group/community contact(s)</td>
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</table>

*Comments:*

### Evaluation

1. Demonstrates ability to evaluate own work.

2. Applies research and relevant research findings to practice.

*Comments:*

### III. PROFESSIONAL DEVELOPMENT

Items here refer to the student’s ability to perform within agency standards as well as the student’s appropriate use of the field instructor.

**Criteria:**

- **Social work values**
  - Able to accept values and life-styles different from one’s own.
  - Begins to understand concept of confidentiality.

- **Field and Self**
  - Begins to become more aware of self by identifying some of own strengths and weaknesses.
### Self-Assessment, responsibility, ethics and values

<table>
<thead>
<tr>
<th></th>
<th>Does not meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates awareness of own values</td>
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<tr>
<td>2.</td>
<td>Demonstrates awareness of values of service systems</td>
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<tr>
<td>3.</td>
<td>Demonstrates behaviors which are consistent with the Professional Code of Ethics:</td>
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<tr>
<td></td>
<td>Acceptance of client systems</td>
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<tr>
<td></td>
<td>Non-judgmental behavior</td>
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<td></td>
<td>Confidentiality</td>
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<tr>
<td>4.</td>
<td>Demonstrates sensitivity to the diversity and differences of clients, e.g., gender, race, culture, lifestyle, disability, etc.</td>
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**Comments:**

#### Self-Awareness

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<tr>
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<th>Does not meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates awareness of own strengths and weakness.</td>
<td></td>
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<td>Demonstrates awareness of the various roles of student in the agency setting; i.e., student, group facilitator, professional, etc.</td>
<td></td>
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</tbody>
</table>

**Comments:**
JUNIOR YEAR SUMMARY

Summary Statement
Briefly summarize overall assignments and performance indicating areas of strengths, weaknesses and learning needs.

Preparation for Senior Year:
Please identify learning objectives for next phase. Suggest assignments which are based on student’s learning needs.
Wayne State University
School of Social Work

FIELD EDUCATION
PERFORMANCE ACHIEVEMENT RATING

BACHELOR OF SOCIAL WORK - SENIOR YEAR
_________________Semester, 20______

Name of Student: ________________________________________________________________

Name of Agency: _________________________________________________________________

Name of Field Instructor: __________________________________________________________

Name of Faculty Advisor: _________________________________________________________

Number of Clock Hours Completed: ________________________________________________

Signatures of Participants in the Evaluation Process:

_________________________________________  _________________________________
Student                                      Date

_________________________________________  _________________________________
Field Instructor                             Date

The faculty advisor is responsible for assigning the mark. The following marks are used:

S = Satisfactory
M = Marginal Pass
U = Unsatisfactory

TO BE COMPLETED BY FACULTY ADVISOR

MARK: __________________

SIGNATURE: ________________________________________________________________

FACULTY ADVISOR

PLEASE RETURN PERFORMANCE ACHIEVEMENT RATING FORM (UPON COMPLETION) TO THE
FACULTY ADVISOR
BACHELOR OF SOCIAL WORK - SENIOR YEAR

Introduction to the Performance Achievement Rating Scale:
The Senior Year Performance Rating is composed of two inter-related components. One component is the
knowledge and skills basic to the social work profession: the other component is student/agency objectives.

1. The Field Education Plan delineates goals, objectives, specific task assignments, time-lines and status
reports developed and mutually agreed upon by the field instructor and the student. This component is
unique for each student and field placement agency. The Field Education Learning Plan should be
attached to the rating form.

2. The knowledge and skills component applies to the full range of social work practice. This component
provides an in-depth evaluation of performance in specific areas of academic content and professional
social work standards. This component is divided into three sections:
   I. The Agency
   II. Knowledge and Skills in Service Delivery
   III. Professional Development

3. The Rating Scale:
   Ratings are made each semester and not cumulative. The Rating Scale for the three sections is:
   a. Does not meet expectations: The student is unable to perform even minimal tasks and does not
demonstrate an understanding of the theoretical base of materials.
   b. Marginal: The student requires intensive redirection. The student demonstrates effort but has
difficulty in achieving required expectations.
   c. Meets expectations: The student demonstrates both and ability and knowledge which meets the
basic expectations as listed in the criteria for each section.
   d. Above expectations: The student demonstrates knowledge and ability above the criteria set for
this level.
   e. NA: not applicable

4. Criteria: These criteria identify the knowledge and skills bases for evaluating each of the specific points in
the three Performance Achievement Rating sections. In some instances, the second semester indicates
same. This occurs because the basics of each criterion must be understood and performed by the
student in the first semester and become more refined and an integrated part of the professional self in the
second semester.

5. Individualized comments may be added after each section. If any item within a section has been rated
either Does not meet or Marginal, an explanation should be made added in the area provided for
comments.

6. Please note strengths, achievements and initiatives shown by the student in the performance of his/her
assignments and work contacts in the comment sections or narrative summary.

7. The term client is synonymous with constituent, patient and consumer of service.
Check the semester for which the student is being evaluated  First  Second

1. Describe the student’s assignments and other field education experiences such as in-service training and workshops. Include the nature of the client/constituent problems/issues, age, gender, length of service, number of client’s etc. Describe the nature of the service, e.g., observations, interviews, service to individuals, groups, families, committees, organizations.

2. List the learning activities used to evaluate the performance, e.g., process recordings, tapes, observations, field instruction conferences, and/or written documents.
II. The Agency

Items here reflect the student’s overall knowledge of the agency and the scope of social work.

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Decorum</td>
<td>Presents in an appropriate manner. Participates in meetings.</td>
<td>Understands the makeup of disciplines involved in the agency team.</td>
</tr>
<tr>
<td>Dependability</td>
<td>Reports to field site punctually on required days. Uses agency system to report tardiness or absences.</td>
<td>Same</td>
</tr>
</tbody>
</table>

Agency

| Demonstrates awareness of agency mission, culture, policies and procedures. | Demonstrates integration into the collaborative process of the agency in meetings and activities. |

### The Agency

**A. Work Habits**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Does not meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates commitment to internship by regular attendance and punctuality at the agency</td>
<td></td>
<td></td>
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<tr>
<td>2. Completes assignments on time and meets deadlines</td>
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<tr>
<td>3. Works cooperatively as a member of the agency team</td>
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<tr>
<td>4. Prepares for field instruction, supervision and other education sessions by having agendas, reports and records as scheduled</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. Participates in field instruction conferences i.e., raising questions, concerns, eliciting feedback and developing Field Education Learning Plan</td>
<td></td>
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<tr>
<td>6. Completes process recordings</td>
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<tr>
<td>7. Dresses appropriately in the workplace</td>
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<tr>
<td>8. Demonstrates a willingness to accept or initiate projects beyond that which is required</td>
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<tr>
<td>9. Attends and participates in meetings and activities related to the operation of the agency</td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**
The Agency

B. Knowledge of Agency

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Client Skills</td>
<td>Demonstrates awareness of clients’ needs. Engages client in meaningful relationship.</td>
<td>Identifies underlying concerns of client and system and engages client in active participation towards achieving client goals.</td>
</tr>
<tr>
<td>B. Scope of Practice</td>
<td>Develops knowledge of various theories and models of practice.</td>
<td>Integrates knowledge of theories and models into formulation and implementation of goal plan.</td>
</tr>
<tr>
<td>C. Personal development</td>
<td>Works effectively with agency/external staff.</td>
<td>Cooperates with other disciplines for client’s benefit.</td>
</tr>
</tbody>
</table>

Comments:

II KNOWLEDGE AND SKILLS IN SERVICE DELIVERY

Items here reflect the student’s knowledge of the agency, social work and use of self.
### Knowledge and Skills in Service Delivery

#### Communication and Relationship Skills

**1st semester complete 1 through 5; 2nd semester complete 1 through 6**

<table>
<thead>
<tr>
<th></th>
<th>Does not meet</th>
<th>Marginal</th>
<th>Meets Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Expresses self effectively in verbal communication</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Expresses self effectively in written communication</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Reports behavior in specific non-labeling terms</td>
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<tr>
<td>9.</td>
<td>Establishes empathic relationships</td>
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<tr>
<td>10.</td>
<td>Includes attitudes and feelings in process recordings</td>
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<tr>
<td>11.</td>
<td>Understands and responds to underlying messages</td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

#### Observation

1. Appropriately uses observation skills
2. Describes the environmental context

**Comments:**

#### Problem Definition, Fact-finding and Assessment

**1st semester complete 1 through 7; 2nd semester complete 1 through 10**

<table>
<thead>
<tr>
<th></th>
<th>Does not meet</th>
<th>Marginal</th>
<th>Meets Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifies the major concerns of the client system</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Is purposeful in gathering data</td>
<td></td>
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<tr>
<td>3.</td>
<td>Is able to organize data appropriately</td>
<td></td>
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<tr>
<td>4.</td>
<td>Understands the dynamic of beginning and middle phases</td>
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<tr>
<td>5.</td>
<td>Identifies major social, political and economic policies which impact service delivery</td>
<td></td>
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<tr>
<td>6.</td>
<td>Demonstrates ability to focus interventions</td>
<td></td>
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<tr>
<td>7.</td>
<td>Identifies strengths, resources and barriers within major systems and the environment</td>
<td></td>
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</tbody>
</table>
Problem Definition, Fact-finding and Assessment  contd.

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Demonstrates ability to identify related and underlying concerns of client and systems</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Analyzes major underlying social, political and economic policies and how they influence micro and macro policies related to service delivery</td>
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<tr>
<td>10</td>
<td>Assesses the degree of openness/closeness of systems to their potential for change</td>
<td></td>
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</tbody>
</table>

Comments:

Designing a Plan of Action:

1st semester complete 1 through 7; 2nd semester complete 1 through 10

1. Collaborates with others in the development of the treatment plan

2. Uses an ecological system approach in developing a plan of action

3. Demonstrates knowledge of functioning of individuals, families and groups in developing the plan

4. Develops measurable goals

5. Takes into consideration as part of plans:
   a) Own level of knowledge and skill
   b) Values of the profession
   c) Values of the agency
   d) Dynamics of beginning, middle and ending phases
   e) Alternatives and potential consequences of action

6. Plans for evaluation

7. Helps others identify and explore alternative courses of action and their potential consequences
**Designing a Plan of Action  contd.**

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet</th>
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<tbody>
<tr>
<td>8.</td>
<td>Identifies and uses theories and practice models which support and contribute to the plan</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>Considers the micro and macro level policies which affect eligibility for service delivery</td>
<td></td>
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<tr>
<td>10.</td>
<td>Demonstrates knowledge of functioning of organizations and communities in the development of the plan</td>
<td></td>
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</table>

**Comments:**

**Intervention**

1. Appropriately involves the client and related support systems

2. Demonstrates ability to use community resources appropriately

3. Uses a problem-solving approach to intervene

4. Demonstrates differential and appropriate use of:
   a) Sustaining procedures
   b) Techniques of ventilation, exploration, reflection, and problem solving
   c) Direct influence
   d) Techniques of crisis intervention
   e) Mediation
   f) Advocacy
   g) Confrontation
### Designing a Plan of Action  *contd.*

#### Evaluation

<table>
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<tr>
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<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates ability to evaluate own practice</td>
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<tr>
<td>2. Helps client systems and others to evaluate movement toward agreed upon goals</td>
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#### Termination

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<tbody>
<tr>
<td>1. Appropriately plans ahead for the end phase with clients and agency</td>
<td></td>
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<tr>
<td>2. Establishes closure at the end of the individual/group/community contact(s)</td>
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#### Comments:

#### Termination/Transfer: *(2<sup>nd</sup> semester only)*

<table>
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<tr>
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<tbody>
<tr>
<td>1. Understands the psychological and social significance of separation</td>
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<tr>
<td>2. Encourages expressive feelings about termination/transfer</td>
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#### Comments:
III. Professional Development

Items here refer to the student’s ability to perform within agency standards as well as the student’s appropriate use of the field instructor.

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social work values</td>
<td>Able to accept values and life-styles different from one’s own. Understands and respects confidentiality.</td>
<td>Same</td>
</tr>
<tr>
<td>Field and Self</td>
<td>Identifies some of own strengths and weaknesses</td>
<td>Understands importance of separating self from client in therapeutic relationship</td>
</tr>
</tbody>
</table>
**Professional Development**  
**Self-Assessment, responsibility, ethics and values**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrates awareness of own values</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Demonstrates awareness of values of service systems</td>
<td></td>
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<tr>
<td>3.</td>
<td>Demonstrates behaviors which are consistent with the Professional Code of Ethics:</td>
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<tr>
<td></td>
<td>Acceptance of client systems</td>
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<td></td>
<td>Non-judgmental behavior</td>
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<tr>
<td></td>
<td>Confidentiality</td>
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<tr>
<td>4.</td>
<td>Demonstrates sensitivity to diverse and different clients, e.g., gender, race, culture, lifestyle, disability, etc.</td>
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<tr>
<td>5.</td>
<td>Demonstrates ability to identify potential value conflicts and ethical dilemmas.</td>
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**Comments:**

**Self-Awareness**

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<td>2.</td>
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<td>4.</td>
<td>Demonstrates awareness of the various roles of student in the agency setting; i.e., student, group facilitator, professional, etc.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments:

SENIOR YEAR SUMMARY - FIRST SEMESTER

Summary Statement
Briefly summarize overall assignments and performance indicating areas of strengths, weaknesses and learning needs.

Preparation for Next Phase:
Please identify learning objectives for next phase. Suggest assignments which are based on student’s learning needs.

SENIOR YEAR SUMMARY - SECOND SEMESTER

Briefly summarize assignments during all of the senior year and indicate areas of strengths and weaknesses with reference to the student’s preparation for entry level professional practice at the bachelor’s level.
3. SW 7998: CORE YEAR (FIRST YEAR)

Wayne State University
School of Social Work

FIELD EDUCATION
PERFORMANCE ACHIEVEMENT RATING

MASTER OF SOCIAL WORK - CORE YEAR
Semester, 20_____

Name of Student: ____________________________________________________________

Name of Agency: _____________________________________________________________

Name of Field Instructor: ____________________________________________________

Name of Faculty Advisor: ____________________________________________________

Number of Clock Hours Completed: ___________________________________________

Signatures of Participants in the Evaluation Process:

__________________________________________________________________________
Student Date

__________________________________________________________________________
Field Instructor Date

The faculty advisor is responsible for assigning the mark. The following marks are used:

S = Satisfactory
M = Marginal Pass
U = Unsatisfactory

TO BE COMPLETED BY FACULTY ADVISOR

MARK: __________________________

SIGNATURE: _________________________
FACULTY ADVISOR

PLEASE RETURN PERFORMANCE ACHIEVEMENT RATING FORM (UPON COMPLETION) THE TO THE FACULTY ADVISOR
Introduction to the Performance Achievement Rating Scale:
The Core Year Performance Rating is composed of two inter-related components. One component is the knowledge and skills basic to the social work profession: the other is student/agency objectives.

1. The Field Education Plan delineates the goals, objectives, specific task assignments, time-lines and status reports agreed upon and mutually developed by the field instructor and the student. The plan is unique for each student and the field placement agency and should be attached to the rating form.

2. The knowledge and skills component applies to the full range of social work practice. This component provides an in-depth evaluation of performance consistent with academic content and professional standards. This component is divided into three sections:
   I. The Agency
   II. Knowledge and Skills in Service Delivery
   III. Professional Development

3. The Rating Scale:
   Ratings apply to the specific semester and are not cumulative. The Rating Scale for the three sections is:
   a. **Does not meet expectations:** The student is unable to perform even minimal tasks and does not demonstrate an understanding of the theoretical base of materials.
   b. **Marginal:** The student requires intensive redirection. The student demonstrates effort but has difficulty in achieving required expectations.
   c. **Meets expectations:** The student demonstrates both ability and knowledge to meet the basic expectations in each area.
   d. **Above expectations:** The student demonstrates knowledge and ability above the criteria set for this level.
   e. **NA:** not applicable

4. Criteria: These criteria identify the knowledge and skills basis for evaluating each of the specific points in the three Performance Achievement Rating sections. In some instances, the second semester indicates the same. This occurs because the basics of each criterion must be understood and performed by the student in the first semester and become more refined and an integrated part of the professional self in the second semester.

5. Personal comments may be added at the end of each section. Any item rated either **Does not meet** or **Marginal**, should be explained in the comment area.

6. Please note strengths, achievements and initiatives shown by the student in the performance of his/her assignments and work contacts in the comment sections or narrative summary.

7. The term client is synonymous with constituent, patient, and consumer of service.
Check the semester for which the student is being evaluated   First □  Second □

1. Describe the student’s assignments and other field education experiences such as in-service training and workshops. Include the nature of the client/constituent problems/issues, age, gender, length of service, number of clients etc. Describe the nature of the service, e.g., observations, interviews, service to individuals, groups, families, committees, organizations.

2. Also list the means used to evaluate the performance achievement, e.g., process recordings, tapes, observations, field instruction conferences, and/or written documents.
I. The Agency

Items here reflect the student’s overall knowledge of the agency and the scope of social work. Included are beginning knowledge of the system and its subsystems and various professionals within the system in their relation to client services.

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Practice</td>
<td>Demonstrates beginning levels of understanding of areas and types of services offered.</td>
<td>Can begin discussing theoretical/research studies in relation to client needs in this particular field of practice.</td>
</tr>
<tr>
<td>Agency</td>
<td>Demonstrates growing awareness of agency mission, culture, policies and procedures. Can identify agency’s constituencies.</td>
<td>Begins to use organizational knowledge and skills to enhance the service delivery system. Able to perceive plan which would implement changes if needed and present to appropriate personnel.</td>
</tr>
</tbody>
</table>

The Agency

Comprehension of function and purpose of the agency/organization

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates ability to discuss the mission and function of the agency.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Is able to explain the services of the agency to clients.</td>
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</tr>
<tr>
<td>3. Describes the agency’s services accurately to others, e.g. people in the community, other professionals.</td>
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<tr>
<td>4. Demonstrates knowledge of the clients served by the agency and the situations which the agency’s services address.</td>
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<tr>
<td>5. Demonstrates knowledge of and appropriate use of forms and documentation required for service delivery to the agency’s clients.</td>
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<tr>
<td>6. Writes reports, records and written material required by the agency. Prepares same clearly and cogently, in a timely manner and within agency guidelines.</td>
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<tr>
<td>7. Communicates verbally in an appropriate manner.</td>
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<tr>
<td>8. Attends and participates in meetings and activities related to the operation of the agency.</td>
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</tbody>
</table>

Comments:
II. Knowledge and Skill in Service Delivery

Items here reflect both a knowledge of self as well as developing technical skills.

Criteria:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins to identify and understand the use of self in working with clientele.</td>
<td>Completes a needs assessment and plans interventions for clients. Able to process and summarize records.</td>
</tr>
<tr>
<td>Discusses various theories and interview techniques. Is able to begin a therapeutic relationship with client and able to gather information relating to client needs.</td>
<td>Begins to demonstrate flexibility and specificity in using interviewing techniques and in focusing interview. Able to organize information orally and in writing.</td>
</tr>
<tr>
<td>Begins to develop a plan of action relative to the client’s needs and within agency guidelines. Begins to objectively separate one’s own self from client experiences in order to be more effective with goal planning.</td>
<td>Begins to make integrative use of assessment and goal planning in the intervention process. Collaboratively formulates plans for intervention. Effectively and appropriately responds to various levels and patterns of client communication.</td>
</tr>
<tr>
<td>Begins to use principles of client engagement. Begins to work effectively with agency staff and personnel of other agencies.</td>
<td>Understands role of other agency personnel and disciplines. Uses these to fulfill agency requirements and client needs.</td>
</tr>
<tr>
<td>Understands and accepts cultural, racial, ethnic, social and economic diversity issues and needs (including effects of racism, sexism and ageism).</td>
<td>Diversity issues are seen in more depth, with a more integrated and self-developed manner.</td>
</tr>
<tr>
<td>Presents documentation as required for needs assessment and goal planning. Presentation is concise and meets agency standards.</td>
<td>In addition to the first semester, these criteria are seen in more depth and in a more integrated and self developed manner.</td>
</tr>
</tbody>
</table>

Knowledge and Skill in Service Delivery

Developing skills, knowledge-base, record-keeping

<table>
<thead>
<tr>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge and understanding of theories of helping in service delivery.</td>
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<tr>
<td>2. Demonstrates ability to listen, to communicate and engage in purposeful interactions with others.</td>
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<tr>
<td>3. Demonstrates knowledge and skill in engaging and developing relationships with clients.</td>
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<tr>
<td>4. Demonstrates knowledge and skill in maintaining meaningful relationships with clients.</td>
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<tr>
<td>5. Demonstrates use of human behavior theory in gathering information about the client’s situation.</td>
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<tr>
<td></td>
<td>Does Not Meet</td>
<td>Marginal</td>
<td>Meets</td>
<td>Above Expectations</td>
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<tr>
<td>6.</td>
<td>Demonstrates sensitivity to issues of diversity and factors such as gender, race, culture, lifestyles, disabilities and behaviors and implications for practice.</td>
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<tr>
<td>7.</td>
<td>Assesses the client’s situation and determines appropriate short- and long-term goals.</td>
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<td>8.</td>
<td>Gathers and compiles information in an organized manner, appropriate to the client situation and related to agency protocol.</td>
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<tr>
<td>9.</td>
<td>Collaboratively develops plans of action/interventions, keeping in mind the needs of the client and the agency’s service design.</td>
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<td>10.</td>
<td>Involves the client in the determination and carrying out of the plan of action.</td>
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<td>11.</td>
<td>Appropriately uses cognitive and affective self in interventions with the client.</td>
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<tr>
<td>12.</td>
<td>Interventions demonstrate knowledge of and skill in applying effective helping techniques appropriate to the situation, i.e., support, clarification, confrontation.</td>
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<tr>
<td>13.</td>
<td>Describes and interprets verbal and non-verbal behaviors of the client.</td>
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<tr>
<td>14.</td>
<td>Demonstrates self awareness of values, attitudes, feelings and beliefs as they impact on the helping process.</td>
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<tr>
<td>15.</td>
<td>Demonstrates ability to objectively separate client situation from one’s life experiences.</td>
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<td>16.</td>
<td>Demonstrates ability to assess one’s own effectiveness with clients.</td>
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<td>17.</td>
<td>Applies research and relevant research findings to practice.</td>
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</tbody>
</table>

Comments:
### III. Professional Development

Items here refer to the student’s ability to perform within agency standards as well as the student’s appropriate use of the field instructor.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social work values</td>
<td>Able to accept values and life-styles different from one’s own. Understands and respects confidentiality of information.</td>
<td>Recognizes and implements a client’s right to self-determination and follows the standards of confidentiality.</td>
</tr>
<tr>
<td>Field and Self</td>
<td>Seeks assistance to understand various aspects of the social work profession. Seeks consultation regarding the setting and achieving of client goals.</td>
<td>Analyzes own knowledge skills, accomplishments and learning needs. Develops a greater understanding of one’s own social work values and skills.</td>
</tr>
<tr>
<td>Dependability</td>
<td>Reports to field site punctually on required days. Uses agency method to report tardiness or absences.</td>
<td>In addition to the first semester, these criteria are seen in more depth and in a more integrated and self-developed manner.</td>
</tr>
<tr>
<td>Agency Involvement</td>
<td>Attends meetings regularly. Cooperates with other disciplines to the benefit of the client.</td>
<td>In addition to the first semester, these criteria are seen in more depth and in a more integrated and self-developed manner.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Does Not Meet</td>
<td>Marginal</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Self-assessment, responsibility, ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reports regularly and punctually for field work.</td>
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<tr>
<td>2. Handles absences and tardiness appropriately, including rescheduling contacts.</td>
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<tr>
<td>3. Is professionally attired per agency standards.</td>
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<tr>
<td>4. Prepares for field instruction conferences and other educational sessions by bringing agendas, reports, and records as required.</td>
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<tr>
<td>5. Participates in field instruction conferences i.e. raising questions, concerns, eliciting feedback and developing Field Education Learning Plan.</td>
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<tr>
<td>6. Evaluates own work and discusses strengths, limitations and weaknesses.</td>
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<tr>
<td>7. Demonstrates ability to assess one’s effectiveness with colleagues.</td>
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<tr>
<td>8. Demonstrates ability to use constructive criticism and feedback by modifying own practice and/or behaviors.</td>
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</tr>
<tr>
<td><strong>Self-assessment, responsibility, ethics contd.</strong></td>
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<tr>
<td>9. Demonstrates behaviors which are consistent with the Professional Code of Ethics.</td>
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<tr>
<td>10. Seeks clarification of questions or procedures related to legal or ethical considerations.</td>
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<tr>
<td>11. Seeks clarification of formal or informal policies which appear incongruent with social work values.</td>
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</tbody>
</table>

Comments:
NARRATIVE SUMMARY

In the space below, please summarize student’s field education performance. Include an assessment of learning patterns, and social work practice strengths. Please identify learning objectives for the next phase. Suggest assignments which are based on the student’s learning needs.
Name of Student: __________________________________________
Name of Agency: __________________________________________
Name of Field Instructor: __________________________________
Name of Faculty Advisor: ____________________________________
Number of Clock Hours Completed: ____________________________

Signatures of Participants in the Evaluation Process:

_________________________________________  __________________
Student                                      Date

_________________________________________  __________________
Field Instructor                             Date

The faculty advisor is responsible for assigning the mark. The following marks are used:
S = Satisfactory
M = Marginal Pass
U = Unsatisfactory

MARK: _____________

SIGNATURE: __________________________________
FACULTY ADVISOR

UPON COMPLETION PLEASE RETURN PERFORMANCE ACHIEVEMENT RATING FORM TO THE FACULTY ADVISOR
INTRODUCTION TO THE PERFORMANCE ACHIEVEMENT RATING SCALE:

The Advanced Year Performance Rating is composed of two inter-related components. One component is the knowledge and skills basic to the social work profession: the other component is student/agency objectives.

1. The Field Education Plan delineates the goals, objectives, specific task assignments, time-lines and status reports developed and mutually agreed upon by the field instructor and the student. This component is specifically developed for the student and the field placement agency. Attach the Field Education Learning Plan to the rating form.

2. The knowledge and skills component applies to the full range of social work practice, providing an in-depth evaluation of performance in specific areas including academic content and professional social work standards. This component is divided into three sections:
   I. The Agency
   II. Knowledge and skills in service delivery
   III. Professional development

3. The Rating Scale:

   Ratings cover one semester and are not cumulative. The Rating Scale for the three sections is:

   a. **Does not meet expectations:** The student is unable to perform even minimal tasks and does not demonstrate an understanding of the theoretical base of materials.

   b. **Marginal:** The student requires intensive redirection. The student demonstrates effort, but has difficulty in achieving required expectations.

   c. **Meets expectations:** The student demonstrates both ability and knowledge to meet the basic expectations as listed in the criteria for each section.

   d. **Above expectations:** The student demonstrates knowledge and ability above the criteria set for this level.

   e. **NA:** not applicable

4. **Criteria:** These criteria identify the knowledge and skills basis for evaluating the specific points in the three Performance Achievement Rating sections. In some instances, the second semester indicates "same", because the basics of each criterion must be understood and performed by the student in the first semester and become more refined and an integrated part of the professional self in the second semester.

5. Personalized comments may be added after each section. If any item has been rated either **Does not meet** or **Marginal**, the rating should be explained in the comment area.

6. Please note strengths, achievements and initiatives shown by the student in the performance of his/her assignments and work contacts in the comment sections or narrative summary.

7. The term client is synonymous with constituent, patient, and consumer of service.
1. Describe the student’s assignments and other field education experiences such as in-service training and workshops. Include the nature of the client/constituent problems/issues, age, gender, length of service, number of clients etc. Describe the nature of the service, e.g., observations, interviews, service to individuals, groups, families, committees, organizations.

2. Also, list the learning activities used to evaluate the performance achievement, e.g., process recordings, tapes, observations, field instruction conferences, and/or written documents.
I. The Agency: Knowledge related to the field of practice, the agency/organization and personal social work development.

Items here reflect the student's overall knowledge of the agency, the scope of social work and knowledge about use of self. It includes knowledge of the system and its subsystems and various professionals within the system in their relation to client services.

Criteria:  

A. Scope of Practice  
1st Semester  
Can discuss theoretical/research studies in relation to client needs in this particular field of practice.

2nd Semester  
Same plus ability to discuss and use specific methods to enhance practice. Can search out needed reference materials re these methods.

B. Agency  
Uses organizational knowledge and skills to enhance the service delivery system. Able to perceive plan which would implement changes if needed and present to appropriate personnel.

These criteria are seen in more depth and in a more integrated and self developed manner in the second semester.

C. Personal Development  
Consciously uses principles of client engagement. Makes disciplined use of self in a professional relationship. Works effectively with agency staff and personnel of other agencies.

Same as above

The Agency- Comprehension of the scope of the field of practice:  

<table>
<thead>
<tr>
<th></th>
<th>Does not meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knows how social policies, research studies, and theories of human behavior in the social environment relate to the field of practice.</td>
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<tr>
<td>2. Knows a range of social work practice methods used in the field of practice and those practice methods employed in the agency/organization.</td>
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<tr>
<td>3. Understands how outcome is evaluated in the field of practice.</td>
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</table>

Comprehension of function and purpose of the agency/organization

<table>
<thead>
<tr>
<th></th>
<th>Does not meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above expectations</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1. Knows the purpose, characteristics, and social policies of the agency/organization</td>
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<tr>
<td>2. Knows the different roles and functions of staff within the agency/organization and how they contribute to effective service to client.</td>
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<td>3. Knows the client population served and typical needs of this population.</td>
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<td>4. Knows resources, intra and extra institutional, available to serve the population</td>
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<td>5. Understands how the agency evaluates its programs as a means of accountability.</td>
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</tbody>
</table>
### Personal social work development

<table>
<thead>
<tr>
<th></th>
<th>Date Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Shows increased self responsibility for learning, including recognition of areas of competence as well as gaps in knowledge and skills.</td>
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<td>7.</td>
<td>Shows continuing development of conscious use of self</td>
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<tr>
<td>8.</td>
<td>Shows continuing recognition of the effect of one’s own perceptions, feelings, attitudes, behavior upon his/her professional practice</td>
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</table>

**Comments:**

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### Knowledge and skills in service delivery

Please rate the student’s performance according to the practice methods in which the student is enrolled.

**Section A** pertains to students enrolled in Family, Children and Youth Services, Health Care Services, and Mental Health Services - Interpersonal Practice.

**Section B** pertains to students enrolled in Community Practice and Social Action.

Items here reflect both a knowledge of self as well as developing technical skills.
Criteria:

1st Semester
Can identify how agency records, forms, etc. can facilitate meeting agency requirements and enhance service delivery and own practice knowledge. Able to process and summarize records.

2nd Semester
These criteria are seen in more depth, with a more integrated and self-developed manner than during the previous semester.

Demonstrates flexibility and specificity in using interviewing techniques and in focusing interview. Able to organize information orally and in writing

Same as above

Makes integrative use of assessment and goal planning in the intervention process. Independently formulates and implements plans for intervention. Effectively and appropriately responds to various levels and patterns of client communication.

Same as above

Able to conceptualize and synthesize knowledge of emotional, social (including effects of racism, sexism and ageism), economic and cultural components in a critical manner. Able to write a precise and concise intervention plan, based on the study and assessment process.

Same as above

Able to independently differentiate and define immediate short-term and long-range goals; independently uses sequence of interviews to achieve goal. Involves client in establishing goals and in developing means to achieve them.

Same as above

Skill Interpersonal Practice

<table>
<thead>
<tr>
<th>Skill</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applies social work values in practice consistent with the Professional Code of Ethics.</td>
<td>Not Meets</td>
<td>Meets</td>
</tr>
<tr>
<td>2. Prepares for carrying out the necessary steps prior to working with individuals, families and/or groups.</td>
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<tr>
<td>3. Defines the needs or problems of individuals, families and/or groups</td>
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<tr>
<td>4. Establishes relationships with individuals, families and/or groups.</td>
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<tr>
<td>5. Sustains meaningful and purposeful working relationships with clients</td>
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<tr>
<td>6. Recognizes and responds appropriately to the latent as well as the manifest content of client responses</td>
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<tr>
<td>Skill: Interpersonal Practice <strong>contd.</strong></td>
<td>Does Not Meet</td>
<td>Marginal</td>
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<tr>
<td>7. Focuses and sets goals sequentially with individuals, families and/or groups.</td>
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<tr>
<td>8. Uses resources appropriately with individuals, families and/or groups</td>
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<tr>
<td>9. Differentially determines appropriate intervention strategies and implements them accordingly.</td>
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<tr>
<td>10. Periodically evaluates effectiveness of interventions and alters intervention plans if needed.</td>
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<tr>
<td>11. Applies relevant research findings and best practices which advance service delivery.</td>
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<tr>
<td>12. Understands and applies concepts of transference, counter-transference and client resistance</td>
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<tr>
<td>13. Determines with individuals, families and/or groups when termination is appropriate and deals with termination as a part of the social work process.</td>
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<table>
<thead>
<tr>
<th>B. Community Practice and Social Action</th>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applies social work values in practice consistent with the Professional Code of Ethics.</td>
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<tr>
<td>2. Carries out the necessary steps before engaging the organization or community</td>
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<tr>
<td>3. Establishes and maintains effective working relationships with others at all appropriate organizational levels at the agency.</td>
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<tr>
<td>4. Engages in effective relationships with people in other organizations.</td>
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<td>5. Establishes and maintains effective collaborative relationships with community members.</td>
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<td>6. Identifies problems and evaluates pertinent factors in order to arrive at a timely and logical course of action.</td>
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<td>7. Seeks to obtain resources appropriately to achieve established goals.</td>
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<tr>
<td>8. Determines appropriate intervention strategies and implements them</td>
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<tr>
<td>9. Evaluates effectiveness of interventions and alters intervention plans, if needed.</td>
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<tr>
<td>10. Identifies best practices in the field and applies them to advance program development within the agency.</td>
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</table>
Community Practice and Social Action  contd.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social work values</td>
<td>Professionally committed to preservation of human dignity, client's right to self-determination and confidentiality. Able to accept values and life styles different from own.</td>
<td>These criteria are seen in more depth with a more integrated and self-developed manner than during the first semester.</td>
</tr>
<tr>
<td>Field and Self</td>
<td>Able to analyze own knowledge, skills accomplishments and learning needs. Initiates and is selective in using the instructor and other agency resources to develop social work values, attitudes, knowledge and skills.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Dependability</td>
<td>Reports to field site punctually on required days. Uses agency method to report tardiness or absences.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Agency Involvement</td>
<td>Attends meetings regularly. Able to express opinions appropriately. Interacts with professionals of other disciplines in a cooperative manner.</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

Comments:

III. Professional development

Items here deal with the student's ability to meet agency performance standards as well as the student's appropriate use of the field instructor.

11. Gathers information about and assesses the effectiveness of linkages, networks and relationships between the agency/organization's programs and other social programs in the community.

12. Researches and analyzes policy and develops recommendations based on this research and analysis.

13. Uses research to establish the intervention logic of programs.

(Continue on back page, if necessary)
## Professional Development

### A. Agency

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Using appropriate standards of confidentiality, obtains and shares pertinent information with others in the best interests of clients.</td>
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<td>2.</td>
<td>Demonstrates an awareness of the role of other disciplines, including the integration of their information in assessment and planning for clients.</td>
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<td>3.</td>
<td>Conveys social work practice, knowledge, goals, and values to other disciplines as appropriate</td>
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<td>4.</td>
<td>Attends and participates in conferences and other meetings when appropriate</td>
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<td>5.</td>
<td>Carries out assigned responsibilities in keeping with the agency /organization's policies and procedure</td>
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<td>6.</td>
<td>Prepares reports which meet agency guidelines and standards, showing effective use of written communication.</td>
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<tr>
<td>7.</td>
<td>Prepares effective verbal presentations of treatment planning which meet agency guidelines and standards.</td>
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<td>8.</td>
<td>Effectively organizes and manages work load</td>
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<td>9.</td>
<td>Sustains working relationships with staff and other personnel</td>
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**Comments:**

### B. Field Instruction

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<tr>
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<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifies and seeks out knowledge and skills needed for problem solving in a focused manner with field instructor and others as appropriate.</td>
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<tr>
<td>2.</td>
<td>Promptly prepares and submits required material (e.g. agendas, reports and records) for field instruction and other educational sessions.</td>
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<td>3.</td>
<td>Participates actively in setting learning goals and objectives, including Field Education Learning Plan.</td>
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</tbody>
</table>
### Field Instruction contd.

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet</th>
<th>Marginal</th>
<th>Meets</th>
<th>Above Expectations</th>
<th>NA</th>
</tr>
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<tbody>
<tr>
<td>4.</td>
<td>Transfers learning from one situation to another</td>
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<tr>
<td>5.</td>
<td>Raises concerns about and differences with field instructor as appropriate and explores basis for these differences.</td>
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<tr>
<td>6.</td>
<td>Evaluates and monitors own performance in field instruction conferences.</td>
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</table>

**Comments:**

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**NARRATIVE SUMMARY**

In the space below, please summarize student’s field education performance.

Include an assessment of learning patterns, and social work practice strengths.

Specify appropriate learning goals and tasks for future social work professional growth and/or development.
C. EVALUATION FORMS

1. FIELD EDUCATION EXPERIENCE AND FACULTY ADVISING EVALUATION

The Field Education Experience and Faculty Advising Evaluation is sent electronically to BSW and MSW students at the end of the field placement experience. This instrument affords students an opportunity to give feedback to the School about their impressions of the agency, the field instructor, and the faculty advisor. The evaluation is sent electronically via email to all students registered for field. The student is responsible for completing this evaluation form at the conclusion of the field experience.

2. FIELD INSTRUCTOR EVALUATION OF FIELD EXPERIENCE

The Field Instructor Evaluation of Field Experience is sent via mail to all field instructors who worked with BSW and MSW students during the academic year. This instrument affords field instructors an opportunity to give feedback to the School about their impressions of the student, the faculty advisor, and the School as a whole. The evaluation is sent via mail to field instructors at the end of each placement experience. The field instructor will be responsible for completing this evaluation and returning it to the School.
SW 3998 FIELD PRACTICE IN SOCIAL WORK I cr. 1-10

Co-requisite: course in social work practice methods. Open only to junior BSW students. Five (5) credits are required in the second semester of the junior year. Each credit hour equals 46 clock hours for a minimum number of 230 clock hours. Students in the part-time extended BSW program complete the field requirements according to their program plan.

I. Course Domain and Boundaries

The field education curriculum in the BSW program is designed to prepare generalist practitioners for entry-level practice in which they will address the needs of client systems, especially oppressed populations, in their transactions with the environment. Field work is concurrent with course work and is required during both the junior and senior years. The curriculum in field work is sequential and designed to interrelate with the junior level objectives for the total curriculum. The focus is on the development of a framework for assessment of people, policy and services, and conscious use of self. These objectives are directly supported by the content and sequencing of courses in the junior year: courses in social work practice methods, human behavior and the social environment, social welfare policy and services, and research for social workers.

In the required field education courses, the student applies the knowledge and skills acquired in the classroom. The field education course takes place in a social service setting. The field instructor is based at the social service and provides direct instruction to the student. The faculty advisor from the School of Social Work provides liaison among all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student’s learning experience. The field instructor assigns tasks to the student according to the requirements of the School, the educational and experiential level of the student and the educational opportunities at the social service agency. Student, field instructor and faculty advisor all participate in various ways in the evaluation of the student’s work; the faculty advisor is responsible for assigning the grade.

Field education is the means by which all elements of the curriculum are tested, applied and integrated. In the context of the field placement, the student sees and experiences the integration of all the components of the social work curriculum: Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice and Research. Similarly, in the “hands on” supervised experience of delivering social services, the student encounters value and ethical dilemmas, issues of diversity, and challenges in promotion of social and economic justice in the service of at-risk populations. It is in the field placement that the student is able to learn to integrate content and cope with challenges and issues through the guidance of the field instructor.

JUNIOR YEAR

Junior level students are required to analyze their practice and the behavior of client systems and the service-delivery systems in which they are placed. These analyses are guided by classroom assignments in each of the curricular areas and are required in the field placement by the faculty advisor and the field instructor. For example, junior-level students must present to the social work practice
methods faculty member both a process recording and an analysis of their practice, following the instructor’s guidelines and with the permission of the field instructor. The completed assignment must be shared with the field instructor and may become part of the student’s portfolio in the placement.

All students are required to maintain ongoing records. They must complete from six to eight process recordings that include sessional objectives, plans, content and evaluation of student/worker behavior and client-system behavior. Field instructors use both process recordings and agency-required recordings as teaching tools to examine student-client-system interactions, the values base of student practice, the student's awareness of differences in values and viewpoints between the student and the client-system. This scrutiny is used to enhance the student's awareness of rational and irrational feelings, reactions, conscious and intuitive selection of interventions, understanding of factors influencing client-system behavior, awareness of the impact of external micro, mezzo, and macro systems of client functioning and to teach skills of intervention and knowledge, including theories and research specific to the type of client-system being served. The faculty advisor (agency liaison) extends the role of the field instructor in the early evaluative sessions by reviewing student performance and giving the field instructor and the student clear feedback on student progress, strengths and areas which need improvement.

The junior year placement is the first of two field experiences required for the Bachelor of Social Work degree. Students are assigned for their field placement experience by the Field Education Office to a setting which will provide generalist practice experience in social work. The junior year focuses on socializing students to the profession. In order to increase the students' self-awareness and ability and comfort in working with and on behalf of clients, they are introduced to a knowledge, values and conceptual framework, and given assignments to work with client-systems in consonance with the goals of the BSW program.

II. Knowledge and skill objectives

The objectives for field education in the junior year are:

1. to socialize students to the profession, which includes helping them to learn the culture (language, values, standards, shared beliefs) of the profession;
2. to increase students’ ability and comfort in working with and on behalf of clients;
3. to focus on development of a framework for assessment of people, policy and services; and conscious use of self; and
4. to establish a knowledge, value and conceptual framework for the senior year focus on interventions.

The optimal junior level assignment combines opportunities to work with individuals and small groups under varying circumstances and lengths of time. It might further offer opportunities to observe and/or participate in staff meetings and board meetings, observe and visit the network of resources and persons associated with the provision of service.

Outcome: Overall, it is expected that the student is preparing for entry level professional practice as a social work generalist who is capable of problem-solving in direct practice, under supervision, with and on behalf of client systems.
III. Performance criteria

Detailed knowledge and skill performance objectives are defined in the “Field Education Performance Achievement Rating Bachelor of Social Work – Junior Year”. The performance criteria for the objectives cover three areas:

1. The agency
   A. Work habits – 7 criteria
   B. Knowledge of agency – 5 criteria

IV. Knowledge and skills in service delivery

1. Communication and relationship skills – 5 criteria
2. Observation – 3 criteria
3. Problem definition, fact finding and assessment – 5 criteria
4. Designing a plan of action – 4 criteria
5. Intervention – 4 criteria
6. Termination – 2 criteria
7. Evaluation – 2 criteria

V. Professional development

1. Values and ethics – 4 criteria
2. Self-awareness – 4 criteria

For each area there is a definition and expectations of the student for each semester. There are specific behavioral criteria for student performance listed under each area. The student’s performance achievement is rated for each criterion by the field instructor on a scale that ranges from “Does Not Meet” to “Above Expectations”.

The field instructor prepares a written description of the student’s assignments and other field education experience, the nature of the population served and the learning activities used to evaluate the student’s performance achievement.

The “Field Education Performance Achievement Rating, Bachelor of Social Work – Junior Year” is an integral part of the syllabus.

VI. Text/required materials

The Field Education Manual, which is distributed to all students, is a compilation of policies and syllabi. It is an important source of information for all students. The field instructor may assign readings from it as part of orientation and on-going instruction.

Classroom assignments often draw on material from the field placement. Students will need to clear with the field instructor the use of such material in written assignments. To maintain confidentiality, elements of such material must be disguised. Students often find it helpful to bring other classroom materials to the field placement where the field instructor can help the student to connect and integrate content and practice.
VII. Organization of the course

Field work days are any two-day combination totaling 16 hours per week for a minimum number of 230 clock hours for each 15-week semester. Students must remain in the field placement for the entire semester, even if the minimum number of clock hours is attained before the end. Agency hours vary; students are to observe the number of hours considered as an “agency day” at the field placement site.

VIII. Role of the student and instructor

See University Statement of Obligation of Students and Faculty Members to the teaching-learning process, available at the School of Social Work or in the University Bulletin

XI. Brief course outline

Most field experiences will consist of:
- An orientation
- Observation
- Assignment to practice tasks
- Field instruction conferences
- Mid-term review of performance
- Continuation and refinement of assignment; may include additional tasks
- Evaluation and recommendations for next term
- Opportunities for professional development through agency designated workshops, meetings, observations

X. Assignments

Assignments are made by the field instructor. [See “Field Education Performance Achievement Rating, Bachelor of Social Work – Junior Year” and the “Learning Plan” for illustrations of assignments]. The student prepares the Learning Plan at the beginning of the field placement and modifies it with the help of the field instructor as the student grows in knowledge and skill and as areas are identified that will contribute especially to the students professional growth.

XII. Grades

Grades for SW 3998, Field Practice in Social Work, are assigned by the faculty advisor. The mark for this course may be one of the following:

\[ S = \text{Satisfactory} \quad M = \text{Marginal Pass} \quad U = \text{Unsatisfactory} \]

A mark of “U” results in termination form the program. Two marks of “M” also result in termination. A mark of “M” and one grade of “D” in a classroom course in the professional component results in termination. Refer to the School’s policy “Academic Termination and Reinstatement” for additional information.
SW 4998 FIELD PRACTICE IN SOCIAL WORK II cr. 1-10

Co-requisite: course in social work practice methods. Open only to senior BSW students. Five (5) credits required for each of two semesters for a total of 10 credits. Each credit hour equals 46 clock hours. A minimum of 230 clock hours is required in each of the two terms in the senior year for a total of 460 clock hours. Students in the part-time extended BSW program complete the field requirements according to their program plan.

I. Course domain and boundaries

The field education curriculum in the BSW program is designed to prepare generalist practitioners for entry level practice in which they will address the needs of client systems including oppressed populations in their transactions with the environment. Field work is concurrent with course work and is required during both the junior and senior years. The curriculum in field work is sequential and designed to interrelate with the junior and senior level objectives for the total curriculum. In the junior year the focus is on the development of a framework for assessment of people, policy and services, and conscious use of self. In the senior year, objectives focus on analysis, planning and differential use of interventional strategies and techniques. These objectives are directly supported by the content in the senior year courses in social work practice methods, and in the content and sequencing of courses in human behavior and the social environment, social welfare policy and services, and research for social workers.

In the required field education courses, the student applies the knowledge and skills acquired in the classroom. The field education course takes place in a social service setting. The field instructor is based at the social service agency and directly instructs the student. The faculty advisor, who is based at the School of Social Work, provides liaison among all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The field instructor assigns tasks to the student according to the requirements of the School, the educational and experiential level of the student and the educational opportunities at the social agency. The student, field instructor and faculty advisor all participate in various ways in the evaluation of the student's work; the faculty advisor is responsible for assigning the grade.

Field education is the means by which all elements of the curriculum are tested, applied and integrated. The student sees and experiences the integration of all the components of the social work curriculum: Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice and Research in the context of the Field Practicum. Similarly, in the hands-on, supervised experience of delivering social services, the student encounters value and ethical dilemmas, issues of diversity, and challenges in promotion of social justice and economic justice in the service of at-risk populations. It is in the practicum that the student is able to learn to integrate content and cope with challenges and issues through the guidance of the field instructor.

SENIOR YEAR

Senior level students are required to analyze their practice and the behavior of client systems of client systems and the service-delivery systems in which they are placed. These levels of analysis are both guided by classroom assignments in each of the curricular areas, and are required in the field placement.
by the faculty advisor and the field instructor. For example, senior level students must present to the social work practice methods faculty member both a process recording and an analysis of their practice, following instructor guidelines and with the permission of the field instructor. The completed assignment must be shared with the field instructor, and may become part of the students’ portfolio in the placement.

All students are required to maintain ongoing records. They must complete from six to eight process recordings that include sessional objectives, plans, content, and evaluation of student/worker behavior and client-system behavior. Field instructors use both process recordings and agency-required recordings as teaching tools to examine, among other things, student-client-system interactions, the values base of student practice, the students' awareness of differences in values, viewpoints, between the student and the client-system. This scrutiny is used to enhance the students awareness of their rational and irrational feelings, reactions, conscious and intuitive selection of interventions, their understanding of factors influencing client-system behavior, their awareness of the impact of external micro, mezzo, and macro systems of client functioning, and to teach skills of intervention and knowledge, including theories and research specific to the type of client-system being served. The faculty advisor (agency liaison) extends the role of the field instructor in the early evaluative sessions by reviewing student performance and giving the field instructor and the student clear feedback on student progress, and areas which need improvement.

I. Knowledge and skill objectives

The objectives for field education in the senior year are:

1. to learn a variety of interventional methods and techniques for use with individuals, families, small groups and for service delivery and change in organizations, neighborhoods and communities; and

2. to articulate a framework or frameworks for the differential use of these interventional methods and techniques with at least two social systems levels (individual, family, small groups, organization, neighborhood, community).

Students are introduced to a knowledge, values and conceptual framework in order to increase their ability and ease in working with and on behalf of clients. Students focus on:

- Analysis, planning
- Differential use of interventional strategies and techniques
- Skill development
- Problem solving
- Competency in social work practice

These objectives are directly supported by the content in the junior and senior year courses in social work practice methods, and the content and sequencing of courses in social work practice methods, social welfare policy and services, and in research for social workers. The optimal senior year assignment combines opportunities to work with individuals, families, small groups, and organizations and communities, with projects planning, designing or coordinating a service, visiting other agencies and observing and participating in agency staff meetings and board meetings.
II. Performance criteria

Detailed knowledge and skill performance objectives are defined in the “Field Education Performance Achievement Rating Bachelor of Social Work – Senior Year”. The performance criteria for the objectives cover three areas:

1. The agency
   A. Work habits - 9 criteria
   B. Knowledge of agency - 5 criteria

III. Knowledge and skill in service delivery

1. Communication and relationship skills - 6 criteria
2. Observation - 2 criteria
3. Problem definition, fact finding and assessment - 10 criteria
4. Designing a plan of action - 10 criteria
5. Intervention - 4 main criteria, 7 sub-items
6. Evaluation - 2 criteria
7. Termination – 2 criteria
8. Termination/transfer - 2 criteria

IV. Professional Development

1. Values/ethics - 5 criteria
2. Self-awareness - 4 criteria

For each area there is a definition and a set of expectations of the student for each semester. There are specific behavioral criteria for student performance listed under each area. The student’s performance achievement is rated for each criterion by the Field Instructor on a scale that ranges from “Does Not Meet” to “Above Expectations”. The Field Instructor prepares a written description of the student’s assignments and other field education experience, the nature of the population served and the learning activities used to evaluate the student’s performance achievement.

The “Field Education Performance Achievement Rating, Bachelor of Social Work – Senior Year” is an integral part of the syllabus.

V. Texts/Required Materials

The Field Education Manual, which is distributed to all students, is a compilation of policies and syllabi. It is an important source of information for all students. The field instructor may assign readings from it as a part of orientation and on-going instruction.

Classroom assignments often draw are material from the field placement. Students will need to clear with the field instructor the use of such material in a written assignment. Appropriate facts in such material must be disguised to maintain client confidentiality. Students often find it helpful to bring other classroom materials to the field placement where the field instructor can help the student connect and integrate content and practice.

VI. Organization of the course

Field work days are any two-day combination totaling 16 hours per week for each 15-week semester. Student must remain in the field placement for the entire semester even if the minimum clock hours are
attained before the end. Agency hours vary; students are to observe the number of hours considered as an "agency day" at the field placement site.

VII. Role of the student and instructor

See University Statement of Obligation of students and Faculty Members to the teaching-learning process, available at the School or in the University Bulletin.

VIII. Brief course outline

Most practicum experiences will consist of:
1. An orientation
2. Observation
3. Assignment to practice tasks
4. Mid-term review of performance
5. Continuation and refinement of assignment, may include additional tasks
6. Evaluation and recommendations for next term
7. Opportunities for professional development through agency designated workshops, meetings, observations throughout the term

IX. Assignments and grades

Assignments are those made by the field instructor. [See “Field Education Performance Achievement Rating, Bachelor of Social Work – Senior Year” and the Learning Plan of assignments]. The student prepares the Learning Plan at the beginning of the field placement and modifies it with the help of the field instructor as the student grows in knowledge and skill and as areas are identified that will contribute especially to the student's professional growth.

X. Grades

Grades for SW 4998, Field Practice in Social Work II, are assigned by the faculty advisor. The mark for this course may be one of the following:

\[ S = \text{Satisfactory} \quad M = \text{Marginal Pass} \quad U = \text{Unsatisfactory} \]

A mark of “U” results in termination from the program. Two marks of “M” also result in termination. A mark of “M” and one grade of “D” in a classroom course in the professional component results in termination. Refer to the School’s policy “Academic Termination and Reinstatement” for additional information.
I. Course domain and boundaries

In this required field education course, the student applies the knowledge and skills acquired in the classroom. The course takes place in a social service agency setting. The field instructor is based at the social service agency and provides directly instructs the student. The faculty advisor, who is based at the School, provides liaison among all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. The student, field instructor and faculty advisor all participate in various ways in the evaluation of the student's work; the faculty advisor is responsible for assigning the grade.

In the Core Year field placement, the student sees and experiences the integration of all the components of the social work curriculum: Human Behavior and the Social Environment, Social Welfare Policy and Services, Research and Social Work Practice. Similarly, in the "hands-on," supervised experience of delivering social services, the student encounters value and ethical dilemmas, issues of diversity, challenges in the promotion of social justice and economic justice in the service of at-risk populations. It is in the field placement that the student is able to learn to integrate content and cope with challenges and issues through the guidance of the field instructor.

CORE YEAR

The Core Year field placement is the first of two field experiences required for the Master of Social Work degree. For their field experience, students are assigned to a setting which will provide generalist experience in social work practice. The student is introduced to a wide scope of social work practice roles through assignments, as far as possible, with the five systems levels: individuals, families, groups, organizations and communities. Assignments should include direct service activities and observation, but not necessarily with every system level. The field placement provides the foundation for advanced practice in the Concentration Year placement through exposure to a wide variety of experiences.

II. Knowledge and skill objectives

Knowledge:

1. At a beginning level, analyzing the organizational structure of the agency, its relationships and how it fulfills its mission as a human service system in meeting the needs of the population served.

2. Acquiring research-based knowledge and developing an understanding of its application to the field placement setting.
3. Understanding the relationship between the process of social work practice and the process of research.

4. Through observation and direct practice experience, developing generalized knowledge and concepts that can be applied to a variety of practice situations.

Skill:

1. Acquiring information about the characteristics of the population served and applying this knowledge to practice.

2. Engaging with clients (the term client represents any system level: individual, family, group, organization or community) to identify concerns and appropriate mutual activity which will lead to the alleviation of the identified problem(s).

3. Using foundational skills in research to reflect on, evaluate, and improve practice.

4. Identifying the conceptual frameworks applied at the field placement service setting and the use of professional self demonstrated there.

5. Identifying research relevant to practice and field setting and describing its implications for advancing practice.

6. Applying knowledge from the total social work curriculum in the field placement.

III. Performance criteria

Detailed knowledge and skill performance objectives are defined in the “Field Education Performance Achievement Rating Master of Social Work – Core Year”. The performance criteria cover three areas:

1. The agency – 8 criteria
2. Knowledge and skill in service delivery – 17 criteria
3. Professional development – 11 criteria

For each area there is a definition and a set of expectations of the student for each semester. There are specific behavioral criteria for student performance listed under each area. The student’s performance achievement is rated for each criterion by the field instructor on a scale that ranges from “Does Not Meet” to “Above Expectations.”

The field instructor prepares a written description of the student’s assignments and other field education experience, the nature of the population serviced and the learning activities used to evaluate the student’s performance achievement. The “Field Education Performance Achievement Rating, Master of Social Work – Core Year” is an integral part of the syllabus.

IV. Text/required materials

The Field Education Manual, which is distributed to all students is a compilation of policies and syllabi and is an important source of information. The field instructor may assign readings from it as part of orientation and on-going instruction.
Classroom assignments often draw material from the field placement. Students will need to clear with the field instructor the use of such material in a written assignment. Appropriate facts in all such material must be disguised to maintain client confidentiality.

Students often find it helpful to bring other classroom materials to the field placement, where the field instructor can help the student connect and integrate content and practice.

V. Organization of the course

Field work days for Core Year students are Monday and Tuesday, for a total of approximately 16 clock hours per week. The minimum number of clock hours required for a 15-week semester is 225. Students must remain in placement for the entire semester even if the minimum number of clock hours is attained before the end. Students are to observe the number of hours considered as an “agency day” at the field placement site.

VI. Role of the student and instructor

See University Statement of Obligations of students and Faculty Members to the teaching-learning process.

VII. Brief course outline

Most Core Year field placement experience will consist of:

1. An orientation
2. Observation
3. Assignment to practice tasks
4. Field instruction conferences
5. Mid-term review of performance
6. Continuation and refinement of assignment, including additional tasks
7. Evaluation and recommendations for next term
8. Opportunities for professional development via agency-designated workshops, meetings and observations throughout the term

VIII. ASSIGNMENTS

Assignments are made by the field instructor. [See a “Field Education Performance Achievement Rating, Master of Social Work – Core Year” and the Learning Plan of assignments]. The student prepares the Learning Plan at the beginning of the field placement and modifies it with the help of the field instructor as the student grows in knowledge and skill and as areas are identified that will contribute especially to the student’s professional growth.

IX. GRADES

Grades for SW 7998 Field Work for Social Workers are assigned by the faculty advisor. The mark for this course may be one of the following:

S=Satisfactory,  M=Marginal  U=Unsatisfactory

A mark of “U” results in termination from the program. Two marks of “M” also result in termination. A mark of “M” and two grades of “B-” in classroom courses result in termination. Refer to the School’s policy “Academic Termination and Reinstatement” for additional information.
4. **SW 8998: ADVANCED YEAR (SECOND YEAR & PRE-CANDIDATE)**

WAYNE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK (MSW)
ADVANCED YEAR

**SW 8998 FIELD WORK FOR SOCIAL WORKERS II** cr. 1-10

Co-requisite: course in social work methods required by the level of the student. A minimum of 4 (four) credits are required for each of two semesters of the advanced year. Each credit hour equals 56.25 clock hours. A minimum of 225 clock hours per semester is required for a total of 450 clock hours. Students who elect 6 (six) credits for each semester of the advanced year must complete 338 clock hours per semester for a total of 678 clock hours.

**I. Course domain and boundaries**

In this required field education course, the student applies the knowledge and skills acquired in the classroom. The course takes place in a social service agency setting. The field instructor is based at the social service agency and directly instructs the student. The faculty advisor, who is based at the School provides liaison among all parties, interprets the requirements and standards of the School, and participates and consults in the design of the student's learning experience. The field instructor assigns tasks to the student according to the requirements of the School and the educational and experiential level of the student. The student, field instructor and faculty advisor all participate in various ways in the evaluation of the student's work; the faculty advisor is responsible for assigning the grade.

In the field work course, the student sees and experiences the integration of all the components of the social work curriculum: Human Behavior and the Social Environment, Social Welfare Policy and Services, Research and Social Work Practice. Similarly, in the "hands-on," supervised experience of delivering social services, the student encounters value and ethical dilemmas, issues of diversity, challenges in promotion of social justice and economic justice in the service of populations-at-risk. It is in the field placement that the student is able to learn to integrate content and cope with challenges and issues through the guidance of the field instructor.

**ADVANCED YEAR**

The Advanced Year placement is the second of the two field experiences required for the Master of Social Work degree. Students elect one of two concentrations: Community Practice and Social Action and Interpersonal Practice. A concentration is defined as an educational organization of the curriculum at an advanced level in which focused knowledge and practice skills in a specific field of social work practice are taught. Each concentration requires "certain concentration-specific" courses in the social work curriculum. (See the booklet, MASTER OF SOCIAL WORK PROGRAM ADVANCED YEAR CURRICULUM for specific course requirements).

The course, Field Work for Social Workers II, is a concentration requirement. Students are assigned to field work in social service settings which are designated as part of a specific concentration. Building on the foundation of knowledge, skills and values gained in the Core Year, or a BSW program (for students admitted with advanced standing in the curriculum), the aim of the advanced year placement is to increase the student’s knowledge and competence in social work practice methods in specified fields of
practice. The knowledge and competence gained can be generalized by the graduate to a variety of social work services and is not limited to a specific concentration.

II. Knowledge and skill objectives

Knowledge:

1. Acquiring an understanding of practice methods, social policy, research and human behavior in the social environment in relation to practice application to the student’s selected concentration as well as the particular agency or community.

2. Using field instruction, as well as other sources of learning, which are beneficial to the acquisition of the knowledge and skills needed for professional development.

3. Acquiring an understanding of the research methods used in the field placement to establish measurable outcomes, evaluate programs and social work practice and the ethical considerations involved.

4. Describing the key components of intervention and the activities that constitute these components.

5. Identifying the planned outcomes the student seeks to achieve through practice.

Skill:

1. Identifying the needs and issues of the people or systems served.

2. Identifying the societal, community and agency conditions that influence practice.

3. Engaging clients (individuals, families, groups, organizations or communities) in purposeful, mutually determined, goal-directed professional activities based upon identifiable social work practice conceptual frameworks.

4. Consciously using cognitive, emotive and action skills which can be applied in a variety of settings in the service of the client (all system levels) and the agency’s function.

5. Identifying conceptual frameworks applied at the field placement setting and demonstrating the purposeful use of professional self.

6. Designing and carrying out evaluative research appropriate to the setting and the student’s level of practice.

7. Integrating evaluation into practice with the intent of improving the provision of social work services and programs.

III. Performance criteria

Detailed knowledge and skill performance objectives are defined in the “Performance Achievement Rating, Master of Social Work – Advanced Year”. The criteria cover three areas:

1. The agency – divided into three sections:
1. Comprehension of the scope of the field placement – 3 criteria
   a. Comprehension of function of the agency/organization – 5 criteria
   b. Personal social work development – 4 criteria

2. Knowledge and skill delivery – divided into two sections:
   a. Interpersonal practice – 13 criteria
   b. Community practice and social action – 13 criteria

3. Professional development – divided into two sections:
   a. Agency – 9 criteria
   b. Field instruction – 6 criteria

For each area there is a definition and a set of expectations of the student for each semester. There are specific behavioral criteria for student performance listed under each area. The student's performance achievement is rated for each criterion by the field instructor on a scale that ranges from “Does Not Meet” to “Above Expectations”.

The field instructor prepares a written description of the student's assignments and other field education experience, the nature of the population served and the learning activities used to evaluate the student’s performance achievement.

The “Performance Achievement Rating, Master of Social Work – Advanced Year” is an integral part of the syllabus.

IV. Texts/Required Materials

The Field Education Manual, distributed to all students, is a compilation of policies and syllabi and is an important source of information. The field instructor may assign readings from it as part of orientation and on-going instruction.

Classroom assignments often draw material from the field placement. Students will need to clear with the field instructor the use of such material used in a written assignment. Appropriate facts in all such material must be disguised to maintain client confidentiality. Students often find it helpful to bring other classroom materials to the field placement where the field instructor can help the student connect with and integrate content and practice.

V. Organization of the course

Field work days for Advanced Year students are Tuesday and Friday with a total of approximately 16 clock hours per week or a minimum of 225 per 15-week semester. Students must remain in placement for the entire semester even if the minimum number of clock hours is attained before the end. Because agency hours vary, students are to work for the number of hours considered as an “agency day” at the field placement site.

Field Instructors meet with students for regularly scheduled conferences of one to one-and-a-half hours per week and at other appropriate times

VI. Role of the student and instructor

See University Statement of Obligations of students and Faculty Members to the teaching-learning process.
VII. Course outline

Most Advanced Year field placement experiences will consist of:

1. An orientation to the setting, population, practice tasks and social work methods, persons employed at the agency and the style and expectations for written communication and recording of the student's work
2. Assignment to practice tasks
3. Field instruction conferences
4. Mid-term review of performance
5. Continuation and refinement of assignment including additional tasks
6. Evaluation and recommendations for next phase
7. Opportunities for professional development via agency-designated workshops, meetings and observations throughout the term

Throughout the term, workshops, meetings and other opportunities for professional development may be identified by the field instructor as appropriate for the student.

VIII. Assignments

Assignments are made by the field instructor. See “Performance Achievement Rating, Master of Social Work – Advanced Year” for examples of assignments.

IX. Grades

Grades for SW 7998 Field Work for Social Workers are given by the faculty advisor. The mark for this course may be one of the following:

S=Satisfactory    M=Marginal    U=Unsatisfactory

A mark of “U” results in termination from the program. Two marks of “M” also result in termination. A mark of “M” and two grades of “B-” in classroom courses result in termination. Refer to the School’s policy “Academic Termination and Reinstatement” for additional information.
E. LEARNING PLAN

A learning plan is required from all students in a degree program in order to ensure that specific, agreed-upon goals, objectives, and tasks are met during the field placement. A learning plan is created to minimize the possibility of misunderstandings among the student, field instructor, and faculty advisor. It provides a measurable level of accountability. The faculty advisor and field instructor should have copies of the learning plan.

1. EXPLANATION

Here is the learning plan format:

Learning Goals provide a sense of direction and lay out in general what a student aims to achieve. They identify the intended effect and are general statements of what the student hopes to accomplish. They should link to the roles and responsibilities of a social worker. Examples include: orientation to the agency, appropriate interactions with client systems, and using community resources. (HINT: look at a job description for a social work staff position at the field placement agency, but keep in mind the function of the agency as it relates to the roles you want to learn)

Objectives are measurable expectations based on the learning goals. They are more detailed and directed than learning goals, but are measurable only by the intended results, not by specific quantities. Objectives are critical and describe what the student is trying to achieve. Objectives should be realistic and achievable in accordance with the expressed learning needs and function of the field placement agency. Examples include: the use of group therapeutic skills, the creation of community resources, and effective advocacy tasks. (HINT: specify the nature of work to be performed, the type of client system, and manner in which tasks will be carried out)

Tasks describe the specific responsibilities that the student will carry out to achieve the learning goals and objectives. They should be measurable by specific criteria such as quantity, progress, duration and the like, and should express individual ideas. Examples include: completing eight assessments, helping one client find full-time employment, and working with a group of young adults on a weekly basis. (HINT: specify exact numbers and types of task to be performed)

Timeline offsets out when the student hopes to begin and complete individual tasks, but think in terms of weeks and months and provide general start and end dates. Exact dates are not required. Examples include: January 2006 to March 2006 and second week in April 2006 through June 2006. (HINT: be realistic with the task start and end dates by assessing personal skill level and availability of opportunity at the agency)

Status/Comments used by the faculty instructor to note how the student is progressing toward specific learning goals, objectives, and tasks.

A learning plan can be any length, as long as it is complete and thorough. It is a guide to provide direction to the field placement experience, and it should incorporate enough learning goals, objectives, and tasks to ensure a comprehensive field placement.
WSU- SCHOOL OF SOCIAL WORK
FIELD EDUCATION STUDENT LEARNING PLAN

Student’s Name ___________________________  Field Placement Agency _______________________
Program (BSW or MSW) / Year ___________________  Field Instructor’s Name _______________________
Duration of Plan (When to When) _________________  Faculty Advisor’s Name _______________________

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Objectives</th>
<th>Tasks</th>
<th>Timeline</th>
<th>Status/ Comments</th>
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### WSU - SCHOOL OF SOCIAL WORK

**FIELD EDUCATION STUDENT LEARNING PLAN: EXAMPLE**

**Student’s Name**: Jane Doe

**Field Placement Agency**: Wayne State Univ- Social Work

**Program (BSW or MSW) / Year**: BSW / Junior

**Field Instructor’s Name**: John Doe

**Date of Plan (When to When)**: 1/16/07 – 4/07

**Faculty Advisor’s Name**: Professor John Smith

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Objectives</th>
<th>Tasks</th>
<th>Timeline</th>
<th>Status/ Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation to the organization</td>
<td>1a. To understand the policies, procedures, and services provided</td>
<td>• Read the operation and procedure manual&lt;br&gt;• Read the mission and vision statements&lt;br&gt;• Review the organizational chart</td>
<td>January 2007&lt;br&gt;January 2007&lt;br&gt;January 2007</td>
<td>* Completed with Field Instructor</td>
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<td>1b. To understand the work flow chain of command</td>
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<td>2. Increase knowledge of the client population served</td>
<td>2a. To understand client needs, concerns, and psychiatric backgrounds</td>
<td>• Review 10 client charts&lt;br&gt;• Perform a needs assessment with 3 clients&lt;br&gt;• Complete a psychosocial assessment with 3 clients&lt;br&gt;• Complete and review 6 process recordings&lt;br&gt;• Utilize listening and empathy skills during weekly group therapy observations</td>
<td>February 2007&lt;br&gt;March – April 2007&lt;br&gt;March – April 2007&lt;br&gt;January – April 2007&lt;br&gt;January – April 2007</td>
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<td>2b. To effectively use therapeutic skills</td>
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<td>3. Assist clients with personal independence</td>
<td>3a. To advocate for client concerns</td>
<td>• Attend 1 person centered planning training session&lt;br&gt;• Complete 3 person centered plans</td>
<td>January 2007&lt;br&gt;February – April 2007</td>
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<td>4. Increase knowledge of community resources</td>
<td>3b. To educate clients in areas of expressed need and interest</td>
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<td>4a. To create a county resource binder</td>
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<td>4b. To visit other nonprofit agencies and attend collaborative meetings</td>
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<td></td>
<td>• Assist 5 clients with Medicaid health care application</td>
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<td></td>
<td>• Assist 5 clients with Section 8 housing application</td>
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<td>• Do individual skills training with 3 clients 1 time per week</td>
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<td>• Create and facilitate a bi-weekly life skills group</td>
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<td>• Review county nonprofit agency web sites</td>
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<td>• Compile hard copies of county nonprofit agency missions, services provided, and contact numbers</td>
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<td>• Attend monthly county collaboration meeting</td>
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<td>• Shadow a case manager from 2 other nonprofit agencies for ½ a day</td>
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<td>February – April 2007</td>
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<td>* Completed with Field Instructor</td>
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</table>
F. PROCESS RECORDING

Process recording is a tool used by the student, the field instructor, and the faculty advisor to examine the dynamics of a particular interaction in time. The process record is an excellent teaching device for learning and refining interviewing and intervention skills. The process recording helps the student conceptualize and organize ongoing activities with client systems, to clarify the purpose of the interview or intervention, to improve written expression, to identify strengths and weaknesses, and to improve self-awareness (Urbanowski & Dwyer, 1988). The process record is also a useful tool in helping to explore the interplay of values operating between the student and the client system, through an analysis of the filtering process used in recording the session.

Students in the BSW degree program are required to submit 6-8 process recordings per semester to the assigned faculty advisor during both the junior and senior year. Students in the MSW degree program are required to submit 2-3 process recordings per semester to the assigned faculty advisor during the Core Year. In the advanced year, students who selected the interpersonal concentration are required to submit 2-3 process recordings per semester to the assigned faculty advisor; students who selected community practice and social action are required to submit PRACSIS.

1. EXPLANATION

Use the following format when creating a process recording:

**Content**: word-for-word description of what happened (to the extent that it can be recalled).

**Social Worker’s Gut-Level Feelings**: describes feelings about the specific dialogue. Feeling words, such as anxious or happy, should be used. These help identify some of the non-verbal messages that may be affecting the interaction between the student and the client system, thus helping the student develop a better conscious use of self.

**Logical Interpretation**: describes what has happened and why. It can also be used to analyze the feelings described in the social worker’s gut-level feelings column.

**Field Instructor’s Comments**: statements provided by the field instructor to help the student grow and develop. There are no right or wrong answers because the process record serves as a tool for self discovery and continued growth. The process record is a powerful tool for analyzing difficult situations, a way of stepping outside one’s self, recording a situation on paper, and analyzing it with the assistance of an objective person. This section is for comments by that objective person. There are no requirements as to the length, type of interview, etc. of a process recording. It is solely detailing a point in time that is analyzed to strengthen student growth and development. The process recording should be complete and thorough. You need not record an entire interview, meeting, or interaction; however, the portion that is recorded should include a “beginning, middle, and end phase” that completely addresses one problem or issue.
<table>
<thead>
<tr>
<th>CONTENT DIALOGUE</th>
<th>SOCIAL WORKERS GUT-LEVEL FEELING(S)</th>
<th>LOGICAL INTERPRETATION OF SOCIAL WORKER FEELING(S) and CLIENT INTERACTION</th>
<th>FIELD INSTRUCTOR’S COMMENTS</th>
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</table>

W- Worker; C- Client/ Other
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<tr>
<th>CONTENT DIALOGUE</th>
<th>SOCIAL WORKERS GUT-LEVEL FEELING(S)</th>
<th>LOGICAL INTERPRETATION OF SOCIAL WORKER FEELING(S) and CLIENT INTERACTION</th>
<th>FIELD INSTRUCTOR’S COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>W- “Good morning Ms. P, what can I help you with?”</td>
<td>Happy/ Unsure</td>
<td>Ms. P is a nice lady who I enjoy working with, but she can get upset without warning</td>
<td>* Completed by Field Instructor</td>
</tr>
<tr>
<td>C- “I need help with my checkbook, I keep bouncing checks.”</td>
<td>Anxious/ Pessimistic</td>
<td>Ms. P is bad with money and checks are always bouncing, I don’t think I can help</td>
<td></td>
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<tr>
<td>W- “Okay, why don’t you sit down and we’ll see what we can do.”</td>
<td>Anxious</td>
<td>Ms. P wants others to handle her financial problems, is she going to ask me?</td>
<td></td>
</tr>
<tr>
<td>C- “I don’t really want to help; I just want you to fix the problem.”</td>
<td>Apprehensive</td>
<td>Telling Ms. P no is SO hard because she is such a nice person, but I have to be firm</td>
<td></td>
</tr>
<tr>
<td>W- “I can’t fix the problem without you, maybe we can figure out a way so this does not happen again.”</td>
<td>Apprehensive</td>
<td>I want to tell Ms. P yes, but I know I can’t, I hope she doesn’t get upset with me</td>
<td></td>
</tr>
<tr>
<td>C- “I’m not good at anything, I screw everything up.”</td>
<td>Sympathetic</td>
<td>I don’t want her to feel bad about herself</td>
<td></td>
</tr>
<tr>
<td>W- “I know you feel bad, but that isn’t true, you are a very hard worker and care about others. You simply need some help balancing your checkbook, and that’s okay, everyone needs help sometimes.”</td>
<td>Sympathetic</td>
<td>I need to validate her feelings while reassuring her everyone needs help, I feel awful that she is upset</td>
<td></td>
</tr>
<tr>
<td>C- “I just feel like I can’t do anything.”</td>
<td>Sympathetic</td>
<td>Maybe me changing the subject will get her to do the same</td>
<td></td>
</tr>
<tr>
<td>W- “I understand you feel bad about bouncing some checks, but these things happen. Can we look at your checkbook now?”</td>
<td>Hopeful</td>
<td>I wonder if she said those things so I would feel sorry for her and handle the problem</td>
<td></td>
</tr>
<tr>
<td>C- “I don’t want to, I want you to do it for me.”</td>
<td>Frustrated</td>
<td>I have to set limits and explain my reasoning AGAIN!</td>
<td></td>
</tr>
<tr>
<td>W- “I am not going to do it for you because if this happens again you need to be able to fix it.”</td>
<td>Frustrated</td>
<td></td>
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<tr>
<td>C- “Why, won’t you be around?”</td>
<td>Nervous</td>
<td>I don’t know whether she will get upset with me or not</td>
<td></td>
</tr>
<tr>
<td>W- “I am an intern and will be here until April, and then someone else will be working with you.”</td>
<td>Nervous</td>
<td>I need to be clear and honest to avoid future confusion, but it is hard</td>
<td></td>
</tr>
<tr>
<td>C- “Okay, let’s figure this out so if it happens again and you aren’t here then I can do it on my own.”</td>
<td>Relieved</td>
<td>Ms. P is ready to work and didn’t get upset</td>
<td></td>
</tr>
<tr>
<td>W- “Great, let’s get to work.”</td>
<td>Optimistic</td>
<td>Ms. P may learn how to balance her checkbook, she is finally interested</td>
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</tbody>
</table>
PRACSIS is a framework represented in grid form that can help social work students understand and use the concept in a thoughtful and explicit way (Alvarez, 2001). PRACSIS is a macro alternative to a process recording that follows the process through to its logical conclusion, including the delineation of strategies to improve and maximize the effectiveness of another such interaction in the future (Alvarez, 2001). PRACSIS looks at a situation or interaction and attempts to decipher perceptions and assign logical implications for such responses. PRACSIS strives to understand personal and situational limitations that can or do hinder the growth/progression of the relationship.

Students pursuing the community practice and social action concentration in the advanced year of the MSW degree program are required to submit 2-3 PRACSIS per semester to the assigned faculty advisor.

1. EXPLANATION

When creating a PRACSIS, the following format is used:

- **Practitioner Scenario**: the description of the situation (overview) comes first, the actions of the practitioner (general but in sequential order) come next, and the characteristics of the practitioner (predetermined to include various demographic variables) follow. All practitioner scenario sections are outlined in separate areas and are completed through the student’s view of the situation, personal actions, and personal characteristics.

- **Perceived by Practitioner**: the manner in which the student perceived or viewed the situation with reference to the three sections of the practitioner scenario column. This section should include such indicators as student feelings and preconceptions.

- **Perceived by Others (Evidence?)**: the manner in which the student felt the other party or the environment/situation responded with reference to the three sections of the practitioner scenario column. This section should include evidence such as body language, tone, and mannerisms.

- **Effects of**: the positive or negative (sometimes a little of each) effects resulting from specific moments during the interaction with reference to the three sections of the practitioner scenario column.

- **Implications for Strategy and Practice**: the outcome and/or learning that resulted from specific moments during the interaction with reference to the three sections of the practitioner scenario column.

There are no requirements to the length, type of interaction, etc. of a PRACSIS, as long as it is complete and thorough. It is solely choosing a point in time to be analyzed to strengthen student growth and development. An entire meeting or interaction does not need to be recorded; however, the portion that is used should include a “beginning, middle, and end phase” that completely addresses one moment in time.
<table>
<thead>
<tr>
<th>Practitioner Scenario</th>
<th>IMPACT</th>
<th>Implications for Strategy and Practice</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Perceived by Practitioner</td>
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<tr>
<td>SITUATION: (Briefly Describe)</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>ACTIONS: (of Practitioner)</th>
<th>Perceived by Practitioner</th>
<th>Perceived by Others (Evidence?)</th>
<th>Effects of (Describe + or -)</th>
<th>Implications for Strategy and Practice</th>
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<tr>
<td>CHARACTERISTICS: (of Practitioner)</td>
<td>Perceived by Practitioner</td>
<td>Perceived by Others (Evidence?)</td>
<td>Effects of (Describe + or -)</td>
<td>Implications for Strategy and Practice</td>
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<td>CHARACTERISTICS: (of Practitioner)</td>
<td>Perceived by Practitioner</td>
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<td>Socioeconomic Status/Class</td>
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<td>Physical Abilities</td>
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**SITUATION:**
(Briefly Describe)

I am place with HAND (Helping Alliance for Neighborhood Development), an organization that tries to unite east side agencies and citizen groups to promote community development efforts. In my role with them, I was sent to meet with Mrs. Mabel Wright, Pres. of Parkview Block Club. Mrs. Wright (Mrs. W) is a 60-year old African American with a long history of community involvement.

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<tr>
<th>Practitioner Scenario</th>
<th>IMPACT</th>
<th>Implications for Strategy and Practice</th>
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<td>-- nervous about this meeting. I am very new to HAND, and don’t feel sure enough of its goals to represent it to others.</td>
<td>--this young white woman doesn’t know much about my community or her own agency.</td>
<td>--my uncertainty made it hard for me to relax and make a good case for the coalition (neg.)</td>
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<td>--don’t know this section of the city very well. I had some concerns about safety.</td>
<td>--Mrs. W. didn’t seem sure that either of us could do anything for the other.</td>
<td>--since Mrs. W. seemed unimpressed with me, she was reluctant to make a commitment for her group to work with HAND (neg.)</td>
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<td>--excited to be given a real assignment, and to be meeting with someone from the community.</td>
<td>(For both of these, Mrs. W. pretty much said what I wrote down. Her body language was also somewhat stiff and unwelcoming, although she has loosened up a lot by the end.)</td>
<td>--we did get somewhere, and Mrs. W. is willing to come to a meeting and recruit some others. I think this was partly because I went to her home, and seemed sincere and well-meaning, if uninformed! (pos.)</td>
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<tr>
<td>--I wish I had gone there with a community member, preferably African American.</td>
<td>--I should have been better prepared in terms of what I wanted from the meeting, and what I was asking her for.</td>
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<td>--I should even have known more about Mrs. W.--she has done a lot, and probably would have been pleased I had been able to talk about it.</td>
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133
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<tr>
<th>ACTIONS: (of Practitioner)</th>
<th>Perceived by Practitioner</th>
<th>Perceived by Others (Evidence?)</th>
<th>Effects of (Describe + or -)</th>
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<tr>
<td>--I called Mrs. W. to request to meet with her.</td>
<td>--I thought I did a pretty good job of explaining myself and HAND. I was surprised when Mrs. W. suggested we meet at her house.</td>
<td>--Mrs. W. must have thought I sounded trustworthy and as if my group had something to offer since she agreed to meet with me and invited me to her home.</td>
<td>--the call got me an appointment (pos.)</td>
<td>--I think this went fine. It might have been even better if someone that Mrs. W. knew from the community had told her that I would be calling and vouched for me.</td>
</tr>
<tr>
<td>--I explained the HAND program almost as soon as I got inside Mrs. W.’s house.</td>
<td>--I did pretty much what I had planned. I think it was too businesslike, though. We had to backtrack to more personal chit chat that probably should have come in the beginning.</td>
<td>--I think Mrs. W. thought I was too cold and jumped into things too fast. She steered us into “getting to know each other” talk after my abrupt beginning.</td>
<td>--I think I made a bad impression by my task-oriented beginning (neg.), but we were able to get on a more personal footing and undo some of that later (pos.)</td>
<td>--next time, I will pay more attention to building rapport and establishing a relationship before trying to get work done. I have to remember that this is important at all times—even if the work I’m doing is not clinical therapy! People have to learn about me and trust me before they will want to work with me.</td>
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<td>--I first refused, but then and accepted coffee and cookies from Mrs. W.</td>
<td>--I don’t usually drink coffee in the afternoon, and also didn’t want Mrs. W. to go to any trouble.</td>
<td>--based on her reaction to my initial refusal, I would say that Mrs. W. saw my initial refusal as rude, and possibly as a reflection on her hospitality.</td>
<td>--refusal (neg.); Later acceptance and enthusiastic comments (pos.); Mrs. W. is clearly very proud of her cooking skills, and is glad to share them</td>
<td>--my boss always tells me that food is a basic component of organizing— I guess that applies in all kinds of ways! It’s important to let people offer of themselves…the sharing here is not all one direction.</td>
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<tr>
<td>--Race</td>
<td>European American</td>
<td>White</td>
<td>I am sure that this helped increase the distance that was already there due to my age and my not being local (neg.)</td>
<td>again, I wish that I had gone with an African American, whether another student or not. Next time I will try to arrange this.</td>
</tr>
<tr>
<td>--Gender</td>
<td>Female</td>
<td>Female</td>
<td>I think it would have been even more awkward if I had been a male. On the other hand, Mrs. W. might have taken a male more seriously (mostly pos.; some neg.)</td>
<td>especially with a home visit like this, I think there are some advantages to having a female with a female. I could probably build a relationship by talking more about “woman” things. If I can get a partner to work with, however, a gender mix might be a good idea. It also might help me feel more comfortable going around in areas I don’t know.</td>
</tr>
<tr>
<td>--Age</td>
<td>Mid-twenties, with some work and life experience</td>
<td>Very young (I think this was obvious from the way she talked to me and even from some of her comments. She has some grandchildren who are almost my age!)</td>
<td>I think that Mrs. W. saw me as very young and inexperienced. This probably made it harder for her to have faith in me and HAND (neg.)</td>
<td>I am not quite sure what to do about this. One thing is to make sure that she knows some of the things I’ve done, to maybe counteract the idea that I am totally inexperienced. Another thing might be just to go with it, to a certain extent. I certainly nee to learn a lot about the community, and it will be great if she is willing to help teach me.</td>
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<tr>
<td>--Socioeconomic Status/Class</td>
<td>Middle class</td>
<td>Middle class or upper middle class? Enrolled in a very expensive school (She made comments about how much the school costs)</td>
<td>--this probably created another barrier, even though Mrs. W. is probably middle class (her late husband had a good factory job), and pretty well-off for her community (neg.)</td>
<td>--I think it’s good to downplay the difference here. It’s hard to get around the fact that my university program is extremely expensive. I made a mistake by being overly “sensitive” and not asking about what her children or grandchildren are doing. She was proud to tell me about their various degrees and jobs. I need to find more open-ended ways to bring up those kinds of topics.</td>
</tr>
<tr>
<td>--Physical Abilities</td>
<td>No obvious physical disabilities except wearing glasses for vision impairment</td>
<td>Able bodied</td>
<td>--no problem with this, I don’t think. Mrs. W. uses a cane sometimes and had some trouble getting up and down stairs (neutral)</td>
<td>--Mrs. W.’s (mild) disability was a good reminder of being careful about meeting locations, etc. Also, about learning how to be sensitive and helpful to someone with a disability, without “helping” them unnecessarily.</td>
</tr>
<tr>
<td>--Mental Abilities</td>
<td>Mentally able, high functioning</td>
<td>Smart and well-educated</td>
<td>--Mrs. W. is clearly an intelligent woman, but our knowledge bases are different. She seems to think I must be smart to be at my school (pos.?)</td>
<td>--I must remember that sometimes my mental abilities will have nothing to do with how seriously I am taken, and may even be linked to things that people find alienating. Also, there will be a range of mental abilities and skills in the community…we need to pay attention to things like varying abilities to read.</td>
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<tr>
<td>--Sexual Orientation</td>
<td>Heterosexual</td>
<td>Heterosexual</td>
<td>--probably easier than if I were perceived as a lesbian. Mrs. W. said something that was mildly homophobic, and I am not sure how well she would relate to anyone she perceived as not heterosexual (pos.)</td>
<td>--I need to be thinking about how to promote diversity in areas where people in the community may not be too tolerant. Also, how to respond to comments that are homophobic, etc., without alienating people but without tacitly supporting discrimination.</td>
</tr>
<tr>
<td>--Religion</td>
<td>Jewish (non-practicing)</td>
<td>Some form of Christianity</td>
<td>--Mrs. W. is a strong church member. I was evasive about religion. It would probably have helped create a bond if I could have claimed a strong affiliation to her religion or one close to it (neg.)</td>
<td>--this is something I have to figure out. I wish now I had just explained about my Jewish upbringing and where I am with it. I guess I was partly concerned about her possible response. I know that many people still have anti-Semitic attitudes, and I wasn’t mentally prepared it have to deal with that.</td>
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<tr>
<td>--Ethnicity</td>
<td>My grandparents were German and Russian Jews, my cultural roots are important in my family</td>
<td>European American</td>
<td>--most people think of race and ethnicity as the same, especially for “whites.” I expect Mrs. W. did, too (neg.)</td>
<td>--a first visit didn’t seem like the time for it, but if we get closer, Mrs. W. might be interested in some of my family history and my relationship with my grandparents.</td>
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<td>--Other (Specify):</td>
<td>Liberal/progressive</td>
<td>Liberal/conservative</td>
<td>--Mrs. W. made some comments that made me think she expects all students at my school to be &quot;liberal&quot;. However, she didn’t seem concerned that I might not agree with homophobic remarks (neg.?)</td>
<td>--I need to figure out how to be honest with people-- and true to my beliefs-- without alienating them. I also have to be able to honor and respect the values and beliefs of the people I am working with. How do I do this when I am conflicted about them? Lots of food for thought here.</td>
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<td>--Politics/Social Beliefs</td>
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H. MONTHLY TIME LOG

A monthly time log is an optional, but strongly recommended tool students should use to track the number of clock hours in field each month. A monthly time log requires a signature from both the student and the field instructor, which will help to eliminate possible discrepancies regarding the obtainment of clock hours for the semester. If the field placement agency has its own system of tracking field placement clock hours, students should use it rather than the one provided by the School. However, if the agency doesn’t have a system, students are encouraged to use the School's format.

1. EXPLANATION

The School’s recommended format:

**Week**: list the week in which clock hours are being recorded.

**Days (listed)**: list the hours of field work performed on the days indicated.

**Summary of Tasks**: provide a brief description of the tasks completed each week, over the course of one calendar month.

Students must be in field at least two days per week in order to accrue 16 hours per week towards the specific number of clock hours needed as determined by credit hour. Arrangements can be made between the student and field instructor to be in field more frequently if needed. Students should consult the Field Education for Undergraduate Students and Field Education for Graduate Students sections of the Field Manual to determine which days they are to be in field. The monthly time log should be complete and thorough enough in describing tasks to avoid confusion.
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Signature of Student/ Date _______________________________  Signature of Field Instructor/ Date _______________________________
## Field Education Monthly Time Log Example

**Student’s Name:** Jane Doe  
**Field Placement Agency:** Wayne State Univ  
**Program (BSW or MSW) / Year:** BSW / Junior  
**Month / Year Submitted:** January 2007  
**Field Instructor’s Name:** John Doe  
**Faculty Advisor’s Name:** Professor John Smith

### Hours

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<tr>
<th>Week</th>
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Summary of Tasks: Reviewed mission and vision statements; Read operations manual; Met with field instructor and outlined learning contract.

Summary of Tasks: Observed 3 group therapy sessions; Met with 2 clients to complete pre-planning paperwork; Shadowed a case manager for ½ day; Participated in person-centered planning training sessions.

Summary of Tasks: Researched other nonprofit agencies in the area and started to compile a binder of services provided; Observed 3 group therapy sessions; Met with 2 clients to complete psycho-social assessments; Attended directors meeting.

Summary of Tasks: Continued to research other area nonprofit agencies; Completed learning contract; Co-facilitated 3 group therapy sessions; Provided grief counseling to 2 clients; Attended a staff meeting and training.

Summary of Tasks: Completed research of other area nonprofit agencies and submitted resource folder; Co-facilitated 3 group therapy sessions; Provided grief counseling to 3 clients; Created instruction material for life skills group.

Signature of Student/ Date  
Signature of Field Instructor/ Date

---

### I. Student Intern Job Description Example

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141
AGENCY DESCRIPTION:

“X” agency offers children and parents opportunities to participate in skill building and recreational activities through community outreach efforts. “X” agency hopes to improve family relationships by increasing meaningful communication and positive social experiences within the family unit.

STUDENT INTERN JOB SUMMARY:

A student intern will work under the supervision of a staff member who meets the educational and work-related qualifications required by “ABC University”. A student intern will be provided with her/his own working space with all supplies and equipment needed to complete specified job functions, including access to client files and electronic communications, as well as mileage reimbursement. A student intern is expected to follow the guidelines “X” agency’s policy and procedure manual outlines, and is expected to participate in an orientation session facilitated by a human resources representative. Specific tasks will be defined by the student and assigned field instructor, with direction provided by “ABC University’s” educational expectations and learning objectives.

STUDENT INTERN JOB QUALIFICATIONS:

Experience and Knowledge
- Understanding of Microsoft Word and Excel computer applications
- Experience working or volunteering with a vulnerable population(s)
- Knowledge of therapeutic strategies
- Interest in working with groups and families

Education
- Currently enrolled in social work coursework with an accredited college or university
- Previous educational instruction related to working with groups and families

LOCATION:
The student intern position is based out of “X” agency’s office on 123 First Avenue in Detroit, Michigan. However, numerous tasks will require traveling off site to other county locations to perform community outreach functions.

CONTACT PERSON:
Ms. Jane Smith
“X” agency
123 First Avenue
Detroit, MI 48202
Phone: (555) 555-5555; Fax: (555) 555-555
Janesmith@xagency.org

J. SAFETY CHECKLIST
## Safety Checklist

The Safety Checklist includes agency procedures, guidelines, and policies related to safety and precautionary measures. Students should consider giving a copy to their field instructor to ensure that all important material has been discussed.

### I. Environmental Safety

<table>
<thead>
<tr>
<th>DISCUSSED</th>
<th>Fire Procedures</th>
<th>Disaster Procedures</th>
<th>Severe Weather Procedures</th>
<th>Universal Precautions</th>
</tr>
</thead>
</table>

### II. Agency and Surrounding Area

<table>
<thead>
<tr>
<th>DISCUSSED</th>
<th>Parking</th>
<th>After-hour Procedures</th>
<th>Agency Security</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Office Set-up/ Exits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Panic Buttons</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personal Belongings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sign-in &amp; Sing-out Logs</td>
</tr>
<tr>
<td>First Aid Procedures</td>
<td>Neighborhood Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Isolated/ Vulnerable Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Issued</td>
<td>Training Required</td>
<td>Vaccinations Required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell Phone/ Pager</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Agency Client Population and Services Provided

<table>
<thead>
<tr>
<th>DISCUSSED</th>
<th>Common Client Issues</th>
<th>Common Psychiatric &amp; Substance Abuse Issues</th>
<th>Boundary Issues</th>
<th>Client Incident Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Restraint</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Staff Incident Procedures</td>
</tr>
</tbody>
</table>

### IV. Transportation

<table>
<thead>
<tr>
<th>DISCUSSED</th>
<th>Vehicle Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal Vehicle</td>
</tr>
<tr>
<td></td>
<td>Agency Vehicle</td>
</tr>
<tr>
<td>Vehicle Safety Protocols</td>
<td>Unscheduled Stops</td>
</tr>
</tbody>
</table>

### V. Emergency Protocol

<table>
<thead>
<tr>
<th>DISCUSSED</th>
<th>Definition of an Agency Emergency</th>
<th>Chain-of-Command Procedures</th>
<th>Documentation Required</th>
</tr>
</thead>
</table>
K. FIELD PLACEMENT QUESTIONNAIRES

All students in a degree program are sent a field education questionnaire months before field placements begin. In order to accommodate students in different curricular levels of the degree programs, four versions of the field education questionnaire are distributed by the OFE. Near that time, students will be notified of field placement interviews being held with specific placement assistants. Students are required to call the OFE to set up a 15 minute interview in which to meet and discuss concerns and questions regarding field placement. Prior to or during the interview students are expected to have completed the field education questionnaire and returned three copies of it to the OFE, accompanied by three copies of a current resume, set-up in the outlined format provided, and proof of liability insurance. After the completed packet has been received and the interview conducted, a placement assistant reviews all material and contacts field placement sites to secure a field placement. In some instances a field placement may be arranged prior to the interview as a result of the placement assistant reviewing the field placement questionnaire and locating an appropriate field placement site.

The field education questionnaires allow students to express preferences and concerns while providing needed personal contact information. The placement assistant takes all preferences and concerns into consideration when assigning a field placement. However, placement at a specific agency or in a certain geographic location cannot be guaranteed. Copies of all four versions of the field education questionnaire are in the Appendices.
Field Education Questionnaire
Bachelor of Social Work Program - Junior

1. First Name    MI    Last Name

WSU Identification Number

Email

2. Permanent Address

City

State/Province

ZIP/Postal Code

3. Mailing Address *(If different)*

City

State/Province

ZIP/Postal Code

4. Home Phone

Business Phone

Cell Phone

Date of Birth

5. Gender  ○ Male  ○ Female

6. County of Residence

7. Program Status  ○ Full-Time  ○ Part-Time

8. Do you have a car available for field work?  ○ Yes  ○ No

9. Do you speak a language other than English?  ○ Yes  ○ No

*If yes, please identify*
10. Indicate below, your interests by circling 2 or 3 of your Age Population Interests and 4 or 5 of your Area of Practice Interests. Interests alone do not determine where your field placement will be. Placement decisions are made by the Office of Field Education and guided by the policies of the School of Social Work.

**Age Population Interests:**

- Infants
- Children
- Adolescents
- Young Adults
- Adults
- Aged

**Area of Practice Interests:**

- Adoption/ Foster Care
- Corrections
- Developmental Disability
- Family Services
- Health Care
- Gerontology
- Mental Health
- Public Welfare
- School Setting
- Substance Abuse

11. Indicate days and hours available for field placement *(16 hours per week is required)*

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

12. Any further comments or pertinent information regarding the arrangement of your placement?
Field Education Questionnaire  
Bachelor of Social Work Program - Senior

1. First Name  MI Last Name  

WSU Identification Number  Email  

2. Permanent Address  

City  State/Province  ZIP/Postal Code  

3. Mailing Address (if different)  

City  State/Province  ZIP/Postal Code  

4. Home Phone  Business Phone  

Cell Phone  Date of Birth  

5. Gender  ○ Male  ○ Female  

6. County of Residence  

7. Program Status  ○ Full-Time  ○ Part-Time  

8. Do you have a car available for field work?  ○ Yes  ○ No  

9. Do you speak a language other than English?  ○ Yes  ○ No  

If yes, please identify  

147
10. Indicate below, your interests by circling 2 or 3 of your Age Population Interests and 4 or 5 of your Area of Practice Interests. Interests alone do not determine where your field placement will be. Placement decisions are made by the Office of Field Education and guided by the policies of the School of Social Work.

Age Population Interests:
- Infants
- Children
- Adolescents
- Young Adults
- Adults
- Aged

Area of Practice Interests:
- Adoption/ Foster Care
- Corrections
- Developmental Disability
- Family Services
- Health Care
- Gerontology
- Mental Health
- Public Welfare
- School Setting
- Substance Abuse

11. List previous field placement agency

12. List 3 agencies, using the list at http://www.socialwork.wayne.edu/pdf/site_descriptions.pdf as a reference, you have an interest in which to be placed. The agencies listed are not choices; they are merely indicators of your preferred agency setting.

13. Indicate days and hours available for field placement (16 hours per week is required)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

14. Any further comments or pertinent information regarding the arrangement of your placement?
Field Education Questionnaire
Master of Social Work Program – Core (First Year)

1. First Name   MI   Last Name

WSU Identification Number   Email

2. Permanent Address

City   State/Province   ZIP/Postal Code

3. Mailing Address (*if different*)

City   State/Province   ZIP/Postal Code

4. Home Phone   Business Phone

Cell Phone   Date of Birth

5. Gender   ○ Male   ○ Female

6. County of Residence

7. Program Status   ○ Full-Time   ○ Part-Time

8. Do you have a car available for field work?   ○ Yes   ○ No

9. Do you speak a language other than English?   ○ Yes   ○ No

If yes, please identify
10. Indicate below, your interests by circling 2 or 3 of your Age Population Interests and 4 or 5 of your Area of Practice Interests. Interests alone do not determine where your field placement will be. Placement decisions are made by the Office of Field Education and guided by the policies of the School of Social Work.

**Age Population Interests:**
- Infants
- Children
- Adolescents
- Young Adults
- Adults
- Aged

**Area of Practice Interests:**
- Adoption/Foster Care
- Corrections
- Developmental Disability
- Family Services
- Health Care
- Gerontology
- Mental Health
- Public Welfare
- School Setting
- Substance Abuse

11. List 3 agencies, using the list at [http://www.socialwork.wayne.edu/pdf/site_descriptions.pdf](http://www.socialwork.wayne.edu/pdf/site_descriptions.pdf) as a reference, you have an interest in which to be placed. The agencies listed are not choices; they are merely indicators of your preferred agency setting.

<table>
<thead>
<tr>
<th>Agency 1</th>
<th>Agency 2</th>
<th>Agency 3</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

12. Part-time students, indicate days and hours available for field placement. Full-time students are expected to be at the field placement site, during normal working hours, on Mondays and Tuesdays, and are NOT required to provide availability (16 hours per week is required for ALL students).

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
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</tbody>
</table>

13. Indicate the professional goal(s) you are preparing for as a result of graduate study?

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

14. Any further comments or pertinent information regarding the arrangement of your placement?

<table>
<thead>
<tr>
<th>Comment 1</th>
<th>Comment 2</th>
<th>Comment 3</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Field Education Questionnaire
Master of Social Work Program – Second Year & Pre-Candidate

1. First Name     MI     Last Name

WSU Identification Number     Email

2. Permanent Address

City     State/Province     ZIP/Postal Code

3. Mailing Address (If different)

City     State/Province     ZIP/Postal Code

4. Home Phone

Cell Phone     Date of Birth

Business Phone

5. Gender

○ Male     ○ Female

6. County of Residence

7. Program (Circle one from each section)

Pre-Candidate     OR     Second Year     Full-time     OR     Part-time

8. Concentration area (Circle one)

Community Practice & Social Action     OR     Interpersonal Practice

9. Are you electing a 3 day per week placement?

○ Yes     ○ No

10. Will you accept a placement requiring a 3 day per week commitment?

○ Yes     ○ No

11. Do you have a car available for field work?

○ Yes     ○ No
12. Do you speak a language other than English?  ○ Yes  ○ No
   If yes, please identify

13. List previous field placement agency

14. What is your Special Interest Area?
   Community Practice & Social Action students
   (Check one)
   ○ Community Organizing
   ○ Policy and/or Advocacy
   ○ Program and Resource Development

   Interpersonal Practice students
   (Check one)
   ○ Aging/Gerontology
   ○ Child Welfare
   ○ Families at Risk
   ○ Health Care

   (Check one)
   ○ Mental Health
   ○ Inpatient
   ○ Outpatient
   ○ Schools

15. List 3 agencies, using the list at http://www.socialwork.wayne.edu/pdf/site_descriptions.pdf as a reference, you have an interest in which to be placed. The agencies listed are not choices; they are merely indicators of your preferred agency setting.

16. Part-time students, indicate days and hours available for field placement. Full-time students are expected to be at the field placement site, during normal working hours, on Tuesdays and Fridays, and are NOT required to provide availability (16 hours per week is required for ALL students).

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

17. Financial Aid Information
   Did you apply for financial aid for your second year of study?  ○ Yes  ○ No
   Did you receive financial aid during your first year of study?  ○ Yes  ○ No
   (DOES NOT apply to Pre-Candidate students)

   If yes to either question, then please specify what type of financial aid (e.g., Graduate Professional Scholarship, agency stipend, School of Social Work Grant, loan, etc)

18. Based on what you have learned from previous field placement experiences, what are the major skills and methods you want to gain in the coming academic year?

19. Any further comments or pertinent information regarding the arrangement of your placement?
L. Web Site

The OFE has information on the School’s web page at www.socialwork.wayne.edu. This information includes but is not limited to this entire manual, templates, and examples of various tools for field placement including time logs, process recordings and PRACSIS, as well as the Performance Achievement Rating forms and syllabi for the various field courses. Students should select the “current student” pull down menu to access and download these documents.
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