

MISERICORDIA UNIVERSITY

**SOCIAL WORK
PROGRAM
FIELD WORK MANUAL**

2020/2021

This manual should be used in conjunction with the Social Work Program Student Handbook which outlines all criteria for students' preparedness for Field Work in Social Work.

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FIELD

Field instruction is a requirement for Junior and Senior Social Work majors. The field component has been designated by the Council on Social Work Education (CSWE) as the signature pedagogy for the profession. Field instruction is an integral part of the curriculum wherein students are provided with opportunities to apply knowledge and skills previously developed in the foundation areas.

Students entering the field must have a 2.5 Grade Point Average (GPA) in social work core courses and a G.P.A. of 2.5 overall. Transfer students entering the Junior year at Misericordia generally take their first field course during the spring Semester. Social work majors only may apply for junior and senior field assignments. Students are required to submit a letter of intent to the Social Work Field Director.

During their Junior year, students spend two days per week, a total of 200 hours for one semester, in an assigned agency. Senior concurrent placement entails two (2) full days per week for two (2) consecutive semesters (400 hours) in a social service agency. Block field assignment requires four and one-half (4 ½) days per week for one (1) semester (400 hours). All students enrolled in field attend a weekly field seminar on campus. The seminar involves one (1) hour for junior and senior concurrent students and two (2) hours for block students per week.

Field Instruction Prerequisites/Concurrents:

Course prerequisites/corequisites for field are as follows:

1. Juniors must have completed **SWK 101 - Introduction to Social Work, SWK 252 - Introduction to Social Welfare**, and **SWK 366 - Social Work Methods and Processes I**. Junior transfer students may take the SWK 252 - Introduction to Social Welfare concurrently with their field placement in the spring semester, and all students are permitted to take SWK 366 - Social Work Methods and Processes I concurrently with their fall field placement.
2. Seniors must have completed, in addition to the three (3) courses above, **SWK 232 - Research Methods** and **SWK 367 - Social Work Methods and Processes II**.
3. Students must obtain all required clearances including FBI, Criminal Background Check, Child Abuse, and HIPPA and are responsible to upload them to the MyRecordTracker software program by December 1st of the fall semester before beginning the field experience.
4. All students entering field must have a: G.P.A. of 2.5 in social work core courses and a G.P.A. of 2.5 overall.
5. If students do not meet the 2.5 G.P.A. in social work core courses and 2.5 G.P.A. overall by the fall prior to entering the field, they will be placed on academic probation and notified via certified letter.
6. A student concern meeting will be scheduled when G.P.A. or prerequisite requirements are not met, and a remediation plan will be developed. Students must meet the established requirements above to remove themselves from probation prior to entering the field.
7. If students do not meet the criteria to remove themselves from probation by the spring semester before being scheduled to enter junior field, they will have one additional semester to get off probation by the end of the fall semester before junior field is scheduled. If they fail to meet the requirements by this time they will be dismissed from the program.

Transportation

Students must provide their own transportation to field agencies. Public transportation (bus service) is available from campus to various locations in the Wyoming Valley.

Insurance

Students are required to have liability insurance before they enter field assignment. Liability insurance coverage will be provided by the University and assessed to the student's bill during their junior and senior years.

Admission to Field Assignment

The Application Process for field assignment is as follows:

1. Students first submit a letter of intent (see Appendix E) to the Social Work Field Coordinator. (also found on the MU website under Social Work/Forms)
2. All students then complete a Student Application and Profile (see Appendix F) which is also submitted to the Field Coordinator. (also found on the MU website under Social Work/Forms)
3. After the application is reviewed by the Field Coordinator, the student schedules an interview the week following Advisement with the Field Coordinator to assess student interests, motivations, goals and type of agencies and population that would be most appropriate for each student.
4. The Field Coordinator then contacts agencies to determine if they are interested in working with and can practically accommodate a social work intern.
5. If the agency agrees to interview a student for possible placement, the Field Coordinator will send the student's Application and Profile to the potential student supervisor.
6. The Field Coordinator then gives the agency's address, potential supervisor's name and telephone number to the student. Within three days, the **STUDENT** then contacts the agency to arrange a preplacement interview. The agency may also request additional information and documentation at this time. The interview will determine if the agency feels the student is appropriate for placement.
7. The Agency Supervisor will then notify the Field Coordinator of their decision to accept or reject the student for placement. The student will be notified of the agency's determination. If the student is accepted for field placement at the agency, the student placement is confirmed. If the student is not accepted at the agency for placement, an alternate field placement agency will be contacted.
8. Students are advised that it is the agency's prerogative to accept or reject a potential student intern. Although most placements are reciprocally beneficial to the University,

agency and student, it is the agency supervisor who gives of their time, energy, knowledge and skills to benefit the student and, therefore, must be comfortable with the student they choose for a supervised internship.

Changing Field Assignments

Only under the most unusual and extenuating circumstances will a student be allowed to change field assignments once the semester has begun. Reasons such as, "I'm not busy enough," or "I don't like my placement," or "I've changed my mind about working with this population" are not extenuating circumstances. Any request to change agencies must be submitted in writing to the Field Seminar Leader. Students will then discuss the request with the Field Coordinator. The Field Coordinator will then assess the circumstances surrounding the request and determine options available to the student.

The following are examples of typical field placements:

Community Mental Health and Developmental Service Agencies:

The Wright Center for Excellence
Children's Service Center Crisis Unit
Northeastern PA Step-by-step, Inc
Luzerne County MH & Developmental Services

Children's Agencies:

Children and Youth Services of Luzerne, Lackawanna, Wyoming Co.
Children's Advocacy Center
Children's Service Center
Dallas School District
Wyoming Area School District
New Story School (Wyoming/Berwick, PA)
Luzerne Intermediate Unit 18

Volunteer Agencies:

Family Service Association
Catholic Social Services
Victims Resource Center
Domestic Violence Service Center

Residential Facilities:

Children's Service Center Group Homes
Huntington Creek Recovery Center
Clearbrook Manor

Healthcare:

Wilkes-Barre General Hospital (Center for Advanced Rehabilitation)
Erwine's Home Health & Hospice
Hospice of the Sacred Heart

The Meadows Skilled Nursing & Rehabilitation
Allied Services (Scranton)

Aging Services:

Luzerne/Wyoming Counties Bureau of Aging
See “Healthcare” above for overlapping placements

Special Services:

American Red Cross
Luzerne Co. Public Defender’s Office
The Salvation Army
SCI Dallas

Additional information regarding field placements will be found in the Social Work Student Handbook.

FIELD INSTRUCTION EXPERIENCE

Purpose and Goals

The field instruction component of the Social Work Program is viewed as the principal means for reinforcing and integrating the entire academic curriculum. This structured educational experience in social work practice enables students to integrate and apply information learned in the classroom. It is expected that academic content will be deepened and enriched by having students participate at various practice levels in a social welfare agency or organization.

The primary goal of field instruction is to develop a student’s knowledge about the process of social change and its concomitant problems; the social, cultural, economic and ethnic composition of the community, individual and group behavior, and the public and private services and resources of the community.

The Program expects that students will be exposed to problems that are real, to work that really needs doing, and to professional people who sincerely care about their growth and development as students. Emphasis should be placed on field as a learning rather than a working experience; Opportunities must be provided for students to develop the range of skills necessary for entry-level professional practice.

Council on Social Work Education (CSWE) 2015 Educational Competencies to be addressed/measured in the Field Sequence

For more information on the Council on Social Work Education (CSWE) 2015 Educational Policy & Accreditation Standards, please visit the CSWE website:

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

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

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;

- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

Selection of Field Placement Sites/Field Supervisors

The relationship between the Program and agencies is a cooperative venture wherein responsibility for effectively educating students as entry-level generalist practitioners is equally shared.

Field settings are selected on the basis of:

1. Their commitment to the training of undergraduate social workers.
2. Their ability to provide students with a learning experience that includes early and active intervention in service to clients.
3. Their ability to provide students with a qualified supervisor who is accessible to the student for on-going supervision.

The Agency Field Supervisor should:

1. Have earned an MSW or BSW from a CSWE-accredited program.
2. Have a minimum of two years of post-degree practice experience in the field of social work and be approved by a social service supervisor in the agency.
3. Express interest in supervising the undergraduate social work student.
4. Be willing to attend a field instruction orientation workshop at the University prior to student assignment.
5. Ensure that Program expectations of agency responsibilities are fulfilled.
6. Be able to model self-awareness and be willing to provide the student a minimum of one hour per week one-on-one supervision.
7. Be willing to work cooperatively with the University field liaison in developing appropriate goals and learning experiences that will ensure the development of competent generalist social work practitioners.

Progression of the Field Experience and Range of Tasks

The student is assigned, under supervision, to selected responsibilities for service appropriate to his/her level of knowledge and experience. The experience is progressive in that initially the student gains familiarity with the specific agency as well as with the overall framework of social welfare in the community. Then the student is expected to move deliberately toward increasing direct intervention and assumption of greater levels of professional responsibility. Students should be exposed to as many issues of diversity as possible, including human diversity, e.g., age, physical ability, gender, ethnicity, color, sexual preference, emotional development, and contextual diversity, e.g., rural, urban, socio-economic status, political affiliation, religious affiliation, etc.

In the early weeks of placement, the junior level student should observe specific functions of the

agency, develop skill in professional listening, observing, selecting, and reporting pertinent data. students should discuss with agency staff philosophy and programs as well as the agency's unique place in the social welfare structure of the community. The student should attend staff meetings, case conferences, board meetings, etc., and may also visit other agencies or programs which are relevant to his/her agency's purposes.

The student should be oriented to all modes of social work practice: The case interview, family or small group interview, the community worker's roles and function. The student is encouraged, where possible, to engage in a field study (research) to enhance his/her appreciation for this area of social work. Finally, the student should be assigned direct service responsibility: direct involvement with individual clients, small groups, or community structures while under careful supervision by a qualified agency staff person.

The senior level social work major should receive the same agency orientation as the junior level student. However, it is expected that senior students will be ready for direct service involvement within two to three weeks of beginning their field placement, unless the agency feels that the student needs additional time to become acclimated to agency rules and functions. Since the senior level student is required to complete a written case assignment, students should immediately begin the data collection, questioning and analyzing necessary for a sound understanding of agency policy, rules, regulations and interaction with the community.

The range of tasks and experiences desirable in field training is broad. It might include work with community leaders, research and analysis of data, budget and financing, administration of programs of services, developing social plans, developing potential leaders in client groups, engaging in conflict situations, working with individuals, working with groups and program evaluation. The University expects undergraduate social work students to have a broad and general learning experience in the field.

Junior Field Work Goals and Activities

Junior field instruction is the initial field assignment for Social Work majors who have been formally accepted into the Social Work Program. It entails 200 hours of supervised field instruction and a one hour per week integrating seminar (SWK 472). The primary goal of junior field is to provide students an opportunity to learn about the agency as a resource for delivery of service. They will be required to become knowledgeable of agency purpose, administrative functioning, policy, services provided, etc. Mastery of this component of the field assignment will be demonstrated through a written assignment submitted as part of the field seminar requirements. In addition to learning about the Organizational Context of the Agency, it is hoped that all students will be exposed as extensively as possible to the roles and responsibilities of the social service department.

In the early weeks of placement, the junior student should observe specific functions of the agency, develop skill in professional listening, observing, selecting, and reporting pertinent data. As the placement continues, the junior student should (to the extent possible):

- Demonstrate increased knowledge of the people, problems, issues, needs and resources within one's practicing community as evidenced by work with clients
- To practice adherence to the agency's policies and service delivery system

- Express social work practice functions within an organizational context
- Develop critical thinking/reasoning skills necessary for effective social work practice
- Observe and perform initial intakes
- Participate in client education and referral activities
- Arrange for service provision
- Review and participate in agency record-keeping
- Meet with the agency supervisor for regular, structured supervision
- Participate in conferences and staff meetings
- Visit other agencies and programs which are relevant to the agency's purposes
- Describe the modes of practice within the agency
- Participate in research where possible
- Participate in direct service involvement with individual clients, small groups under careful supervision by qualified agency staff
- Demonstrate appropriate responses to practice issues involving diversity, agency/professional ethics, and economic/social justice.

Senior Field Work Goals and Activities

Senior social work field instruction requires 400 hours of supervised instruction in an agency setting accompanied by two one-hour-per-week integrating seminars (SWK 473/474). The seminars are taken sequentially (Fall/Spring) for concurrent students and Fall only for block students.

The senior field experience includes all activities noted in the junior field activities above. The developmental framework for field assignments suggests that students have been exposed to the aforementioned experiences and, allowing for individual differences, are now ready to move directly into micro-mezzo-macro assignments. They have been introduced to functioning as social workers within an agency environment, to understanding the community within which they practice, and to the impact of social policy on agency/practitioner functioning. They now must be able to: (1) demonstrate application of the problem-solving process and (2) demonstrate professional comportment as beginning social work practitioners. The primary means through which this will be accomplished include Case Assignments, Process Recordings, and, Field Logs. **It is imperative that senior field agencies are able to assign students with supervised direct practice experience with individuals, groups, families or communities so they can fulfill program requirements.**

Values and Skills to be Acquired

Tasks performed by social workers:

1. Organization and effective use of time.
2. Basic skills: interviewing, recording, planning, communication, data collection and analysis, use of supervision, evaluation of progress.
3. Function within boundaries of assigned roles in the agency.

Interventive Skills:

1. How to give help.
2. How to use the self appropriately in a professional role.
3. How to interact effectively with others in a helping relationship
4. How to effectively utilize client strengths.
5. How to apply generalist practice skills in micro, mezzo, and macro settings.

Social Work Values:

1. Observe consistencies and inconsistencies between agency practice and stated textbook values.
2. Seek to discover the relationship between the code of ethics of the profession and worker's behavior.
3. Become aware of the conflict between social work values and community values.
4. Identify one's cultural values and norms and their impact on social service delivery.
5. Assess one's own level of cultural competence
6. Learn to analyze and modify one's own value orientation.

Self-Knowledge:

1. Increase self-awareness in situations which challenge one's own attitudes and beliefs.
2. Analyze effectiveness in relating to people with life experiences and styles very different from one's own.
3. Apply critical thinking skills within the context of social work practice.

Relationship to the Profession:

1. Explore and realize one's own relationship to the social work profession.
2. Discover any specific ability, interest or motivation for training in social work.
3. Make a responsible decision about a career in the profession of social work.

Supervision and Evaluation

Regularly scheduled conferences between agency supervisor and student are an important aspect of the field experience. The student should be an active participant in determining the content and purpose of conferences, assuming increasing responsibility for this by identifying special problems, advancing his/her own ideas, and raising questions. The supervisor should point out matters not perceived by the student and raise provocative questions, help the student identify basic themes in cases, and act as a resource for the student. If the supervisor is not an MSW, the University will assume responsibility for giving a social work focus to the learning experience in the field.

The supervisor evaluates student learning achievements, performance in the agency or organization, and professional strengths and weaknesses, and reports these on an evaluation form provided by the University and co-signed by the student. Supervisors complete mid-term and final evaluation forms with the student, which are also reviewed by the university field faculty and signed off on by all participating parties. See form on p. 36 of this manual. Student evaluation records are retained in a secure area. The evaluations which prove most beneficial to the student, agency and University are those which reflect honestly and specifically those skills which are sufficient and deficient, or superior. The final grade during the junior field placement is based on the supervisor's evaluation and the student's performance in the Field Seminar. Senior field builds on these measures and students begin developing a comprehensive senior portfolio as part of their Capstone course to measure competence across CSWE EPAS measures. Students in junior and senior field assignments will be introduced to process recording and may be asked to perform such recordings at the request of agency supervisors and/or seminar leaders.

Responsibilities of the University, the Agency, and the Student

The University recognizes the clients are not "voluntary subjects", but are persons needing help. Implicit in the college-agency relationship is the knowledge that the agency must retain responsibility for service to its clientele, and that the University must be responsible for the educational program of their students.

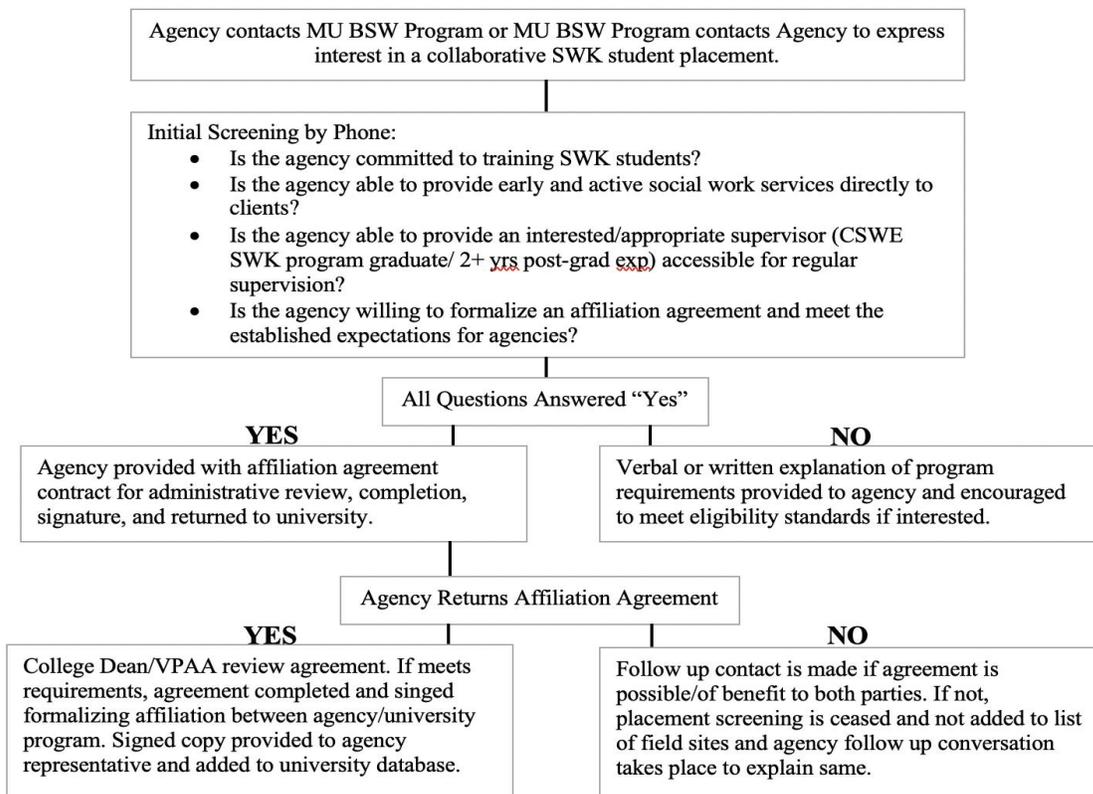
The University's responsibilities are as follows:

1. Overall administration of field instruction and selection of agencies for placement, including verification of instructor credentials and experience prior to making student placements. For cases in which a field instructor does not have the required experience, the program assumes responsibility for reinforcing social work perspective by arranging additional off site supervision.
2. To prepare students through coursework for field instruction experience.
3. To conduct regular seminars on campus so that students may integrate coursework theory with their practice.

4. To provide agencies with information about students' academic background, and about the social work curricula.
5. To plan an agency-university meeting and a field supervisor training at least once each year, and ensure field supervisors have received field supervision training.
6. To arrange for university field staff to visit each agency where students are placed each semester (either in-person or virtually) and engage in continued ongoing communication via phone, email, or in-person/virtual meetings to support the student and agency as needed throughout the field experience.
7. To arrange an exit field evaluation between student, agency supervisor and college field liaison for the purpose of assessing student progress and assignment of a final grade.

The Agency can contribute to the recruitment of future social workers through offering a program which is professionally sound, through acquainting students with the health and welfare fields, and through increasing student understanding of social service practice. When an agency expresses interest in becoming a field placement site or a student identifies interest in a particular agency placement, field faculty screen the site to make sure the agency can meet the established criteria, provide appropriate supervision, and are willing to execute a formalized affiliation agreement. Once an agency has been screened and meets the requisite criteria, the agency is formally added to the university database of field sites available for student placement.

Algorithm for Approving Agencies & Field Agencies & Instructors



The Agency's responsibilities are as follows:

1. To provide an orientation for the student to the agency's functions, procedures, and program facilities.
2. To provide regular, structured supervision to the student. Supervision may be given directly to the student by an agency supervisor, or by a caseworker in the agency as long as a person with supervisory status is directing the student's activities. The agency supervisor is an active participant in the student's educational process, and students should have practice competence, skill in teaching and supervision, a positive approach to social work education, and the ability to be creative and imaginative with students.
3. To allow the student to participate in conferences and staff meetings.
4. To provide the student with a place to work. This may be an office or a desk, depending on agency facilities. The rationale is that a student should feel that students is a part of the agency.
5. To provide the student with activities, including participation with agency clients, which will enhance his/her learning experiences as well as correspond to curriculum content.
6. To provide experiences which will allow students to develop micro-mezzo-macro skills in social work practice.
7. To continually re-assess student needs, degree of knowledge, and ways of learning, and to evaluate the student's field experience at the end of term in cooperation with the University and the student, in terms of performance of assigned roles in the agency, not in terms of the student as a total personality.

The Student's responsibilities are as follows:

1. To conform to the agency's policies and requirements, hours, holidays, etc., and to inform both the agency and the University of absences on field days and to arrange for making up time lost. Program Chair or Field Coordinator MUST be notified immediately of an absence prior to missed time.
2. To be prompt and flexible as to schedule changes, to exhibit good grooming, deportment, and orderly work habits, and to prepare for assignments seriously. Students must maintain regular time logs (confirmed by date/signature of supervisor), field logs detailing progress in knowledge, values, skills, cognitive and affective reactions in consideration of the CSWE EPAS standards, complete all required hours, documentation, and course content.
3. To conduct himself/herself in a professional manner during the field instruction experience.
4. To maintain confidentiality with all agency affairs, records and case materials.

Field Instruction and Employment

Student assignments and field education supervision are not the same as those of the student's employment and will not be counted toward field hours. The program does not grant credits for previous work or life experience.

Students may complete field instruction at an agency with which they are employed only if approved by the Field Director, the field assignment is in addition to normal workload, and occurs in a different department with a different supervisor other than the student's typical work supervisor. The placement must meet all other required field placement requirements. It is not advisable to pursue field placements at a new place of employment, as unexpected changes in employment status could potentially negatively impact a student's ability to successfully complete a work-based field placement.

GENERAL RULES FOR FIELD

A. DRESS:

Students are to dress in a professional manner for the field. This includes coat/tie for men and appropriate dress for professional women. Jeans and other informal dress are inappropriate unless called for by the nature of your activities in the field or represent an acceptable agency norm. Body Piercings and wearing of eyebrow, nose, tongue, etc. rings/piercings will likely be inappropriate for field assignments.

B. ATTENDANCE:

Students are to be present in field all day Monday and Wednesday, if they are in concurrent placements, and four and one-half full days each week if they are in block placements. Block placement students have two (2) hours each week for an on-campus field seminar. Concurrent placement students attend field seminar on a non-field day.

The ONLY DAYS on which students are excused from field assignments during the semester are those days the University observes as holidays or as described in the ABSENCE policy below.

C. ABSENCES:

A student MUST call and inform a field instructor and the faculty field supervisor if they will be absent on any field day. If a student misses two or more field visits, whether students calls in or not, this must be reported to the Field Coordinator.

This call should be made NO LATER THAN 30 MINUTES after an agency opens. Your agency policy may require earlier notification.

ILLNESS, FAMILY EMERGENCIES, & UNSAFE DRIVING CONDITIONS are the only valid reasons for absence from field. No student is to ask for time from the field to prepare for exams, do papers, etc. Students seeking such absences will receive an "F" grade for field.

Please note the following related to inclement weather and unsafe driving conditions: Students are not required to attend the field on days that the university is closed for inclement weather. On days when the university delays the start of classes, cancels classes early or students anticipate that driving conditions are unsafe, they may choose to not attend the field or leave the field at their own discretion when safety concerns are identified. Students should check in with agency staff, their task and/or field supervisors and monitor the campus alert system and local weather updates to make an informed decision about driving safety. We encourage students to use common sense. We want students to be safe. Many students travel and some come from significant distances. If students believe road conditions are too dangerous to travel to the field then they should not attend on days where attendance is not safe.

If students choose not to go to field due to inclement weather, they must call off to the agency supervisor as per the agency policy and prior arrangements made with their task and/or field supervisors. Students must also notify their course instructor of the absence via email at the time of call off as well. Students are still responsible to complete all 200 hours for the semester, so it is advised that students account for possible inclement weather and illness when planning out weekly hours. Students may wish to work ahead and bank an extra day or two of hours, especially in the Spring semester in preparation for inclement weather. If you need help planning make up hours, please contact your course instructor and task/field supervisors for assistance

D. PUNCTUALITY:

Students are to be on time for field. They are to call and inform field instructors immediately if they are delayed. All time lost must be made up before a field instructor can recommend a field grade. Excessive tardiness or absences from field are considered unacceptable professional behavior.

E. PROFESSIONAL BEHAVIOR:

Students are representatives of Misericordia University and are professionals in training in a field placement. They are to observe professional courtesy and behavior at all times in an agency with both staff and clients. Any unprofessional behavior can be grounds for a grade of "F" in field, immediate dismissal, and will entail requesting special permission from social work program faculty for an opportunity to possibly repeat a field placement. Ordinarily, this will mean the student cannot complete a BSW.

Students are not to use their cell phone during field placement for personal use. Cell phone usage as necessitated by the field placement is the only acceptable and appropriate use of cell phones. In case of emergencies (personal) during field hours, cell phone usage must be cleared with field supervisors.

F. LEARNING CONTRACT:

Students are to complete a learning contract formalizing the individualized learning plan between themselves and their field instructor at the beginning of the semester as per the appropriate course syllabus.

G. SEMINAR CHANGES:

Completion of all required work as explained by your seminar instructor is mandatory. Failure to complete all required assignments will mean the assignment of an “I” only if the seminar leader permits it. Otherwise, the student will be assigned a failing grade and Seminar must be repeated. Students are expected to check their MU email daily for important field and program communications. Students are responsible for keeping themselves informed in these areas.

H. LIABILITY INSURANCE:

All students must pay for individual liability insurance before being admitted to a field placement. It is included in Misericordia’s bill for the semester.

I. CLEARANCE FORMS

Prior to entering the field placement, all students must complete a criminal history check, child abuse history clearance, and a HIPPA training before entering field. Additionally, non-resident students must also complete an FBI clearance. Please be advised that for various legal, accreditation related, and individually established agency policy reasons, agencies may also require additional background checks, testing, immunizations, or other similar pre-requisite documentation prior to acceptance into an internship placement.

Instructions for obtaining clearances required by the program are reviewed with students during the Social Work Intern Mentoring program prior to entering field. Our departmental Administrative Assistant, Betty Ann Duffy is also available to assist you with questions about ordering clearances and uploading them to MyRecord Tracker, the software the program to monitor clearances.

J. SEXUAL HARASSMENT/STUDENT RIGHTS/STUDENT CONDUCT

Prior to beginning field assignment all students must read and sign an acknowledgment of understanding of Misericordia’s Policy Statement against Sexual Harassment and the Social Work Program’s delineation of Student Rights and Student Conduct.

K. PLACEMENT CONTRACT

The University does not require a formal contract with placement agencies, but will provide a contract at the agency’s request. A Confirmation of Field Assignment form will be signed prior to the student’s initial placement (See Appendix H).

L. STUDENTS WITH SPECIAL NEEDS

Consistent with Federal Regulations (section 504 of the Rehabilitation Act of 1973 – PL 93-112) and University administrative policy, any student with a special need shall be given reasonable accommodation to facilitate their learning.

M. TRANSPORTATION

Students must provide their own transportation. When a car is not available, there is public transportation (bus service) from the University.

N. ACKNOWLEDGMENT OF RISK

Students will be required to read and sign an acknowledgment of risks associated with field instruction prior to beginning their agency assignment (see Appendix G).

**Social Work Field Instruction
Letter of Intent**

Please read “Field Instruction Prerequisites” in the Social Work Program Student Handbook before completing this form.

Students will not be allowed in the field until all clearances are on file

I am applying for admission to: (check one)

- SWK 371 Junior Field Instruction
 - SWK 475 Senior Concurrent Field Instruction
 - SWK 477 Senior Block Field Instruction
- for the Spring Fall Semester

Submit this form to the Social Work Field Coordinator by the date listed on the Academic/Field Instruction Calendar.

Signature _____

**Misericordia University
Social Work Program
Field Instruction
Student Application and Profile**

Planning for field instruction requires an understanding of each student's academic preparation, career plans and goals, work experiences, life experiences and interests/hobbies. This information will assist the field coordinator in determining the feasibility of placement in the varied local social service agencies and will also provide potential field supervisors with some knowledge of individuals prior to their preplacement interview.

Please complete the form below and submit to the Social Work Program Field Coordinator by the date posted each semester on the Social Work Bulletin Board.

Name _____ Age _____

Address

_____ Zip _____ Phone _____

Home Address if different from above

Which semester of field instruction will you be entering?

Field Instruction I/Junior _____ Field Instruction II/III/IV/Senior _____

Will your Senior placement be concurrent _____ or block _____?

What means of transportation will you use for field placement?

List Social Work courses you have completed (names of courses).

List other related coursework i.e., Social and Behavioral Science courses, e.g., Sociology, Psychology, etc.

List the Social Work courses you will take this semester/year (names of courses).

Expected Date of Graduation

What are your career plans after graduation?

Outline briefly any employment experience you have had.

Outline briefly any paid or volunteer human service experiences you have had.

Describe briefly those influences that have motivated you to pursue a Social Work career, e.g., family, peers, friends, personal issues, etc.

Briefly describe your exposure to diverse and vulnerable populations, e.g., women, gay/lesbian, minority, disabled, etc.

Briefly discuss the type of field setting in which you are most interested and your reasons.

What do you see as your strengths, i.e., what can you offer a potential agency supervisor?

Misericordia University
Social Work Program
Acknowledgment of Risk in the Field Practicum

1. Liability insurance. Students are required to carry professional liability insurance. Every student will be assessed the current University rate for coverage.

An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not in your area of competence. Whenever you have a question about the handling of a particular case or whether or not a given intervention is appropriate, consult your field supervisor.

2. Automobile liability insurance. If you will be using your personal vehicle in field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. Check with your field supervisor to find out if the agency provides coverage for you if you use your vehicle to transport clients. Many agencies consider students “volunteers” and this allows them to provide some coverage through policies for volunteers. **Whenever possible, use an agency vehicle to transport clients.**

3. Personal Safety. You may encounter risks to your personal safety during the field practicum when dealing with angry or hostile clients making home visits, or being exposed to clients who have an infectious disease. It is important to learn what you can do to minimize the risks to your personal safety. You need to discuss personal safety issues with your field instructor early in the practicum so you can be informed of agency policies and procedures and any recommended courses of action.

4. TB skin test. The prevalence of TB in society has seen an increase in recent years. If you anticipate a field practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test. You can get this test through the student health clinic.

5. Hepatitis B vaccine. If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first with the third coming five months later.

I have read the above and understand the field practicum does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.

Student

Date

**Misericordia University
Social Work Program
Confirmation of
Field Assignment**

_____ has been accepted to
(Student's Name)

complete his/her Junior _____ Senior _____ BSW field internship

for the Fall _____ Spring _____ semester(s) at

(Agency)

Agency Representative

Date

Field Coordinator

Date

Misericordia University
Social Work Program
Field Instruction & Field Seminar Student Agreement
for SWK 472/371, SWK 473/475, SWK 474/476

I _____,

Confirm that I have read and agree to follow and be bound by the most current versions of the Misericordia University Handbook, including the Policy Statement against Sexual Harassment, Social Work Department Student Handbook, including Student Rights and Student Conduct, Social Work Department Student Field Manual, CHSE Clinical Policies, and Field Course Syllabi:

Misericordia Student Handbook

College of Health Sciences & Education Clinical Policies

Misericordia Social Work Student Handbook

Misericordia Social Work Student Field Manual

Course Syllabus:

Available in your online Blackboard account

I understand that I must complete all the required assignments in the field seminar course to receive a grade of satisfactory. I further understand that my agency field instructor will assign a grade for my mid-term and final evaluations, but that the Field Course Instructor has the final decision concerning my grades for those evaluations based on field site visits, reports from agency personnel, course participation, and written assignments that relate to my field seminar and field practicum.

Student First/LastName: _____

Signature: _____

Date: ____ / ____ / ____

Misericordia University
Social Work Field Learning Contract

Student Name: _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Agency Name: _____ **Field Placement: 371 / 475 / 476**

The purpose of the Field Learning Contract is to provide the student and supervisor with an opportunity to plan together the student's learning experience in accordance with the Council on Social Work Education's (CSWE's) Educational Policy & Accreditation Standards (EPAS). These standards promote holistic competence as demonstrated through knowledge, values, skills, and cognitive and affective processes through 9 competencies and 31 practice behaviors. This contract is flexible, but will provide mutual understanding of expectations for the student throughout the semester(s). The student will discuss the competencies and practice behaviors in developing the contract with their Field Supervisor. During the Senior Field practicum, special attention should be placed on competencies not previously met in the Junior Field Practicum, and those that can only be met through direct practice in the agency field setting.

As students' progress in their understanding of social work methods and processes and agency purpose, policies, and procedures, Field Supervisors are encouraged to help students progressively increase their supervised contact with and provision of direct social work services to clients within the agency field setting appropriate to their knowledge, skills, and abilities. If you need assistance developing agency tasks to satisfy the core competencies and practice behaviors, the Field Director is available to assist you as needed. A midterm and final evaluation will be conducted each semester to assess the student's progress in completing the agency tasks and meeting core social work competencies and practice behaviors. Please review the midterm and final evaluation prior to completing the Field Learning Contract to ensure the agency tasks correspond to how the student will be evaluated (**1 = unsatisfactory, 2 = needs improvement, 3 = acceptable, 4 = above average, 5 = outstanding, and NYC = not yet completed**).

COMPETENCY 1: INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>1. Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, & additional codes of ethics as appropriate to context;</p> <p>2. use reflection & self-regulation to manage personal values & maintain professionalism in practice situations;</p> <p>3. demonstrate professional demeanor in behavior; appearance; and oral, written, & electronic communication;</p> <p>4. use technology ethically & appropriately to facilitate practice outcomes; and</p> <p>5. use supervision & consultation to guide professional judgment & behavior</p>	

COMPETENCY 2: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>6. apply and communicate understanding of the importance of diversity & difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>7. present themselves as learners & engage clients & constituencies as experts of their own experiences; and</p> <p>8. apply self-awareness & self-regulation to manage the influence of personal biases & values in working with diverse clients</p>	

COMPETENCY 3: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>9. apply their understanding of social, economic, & environmental justice to advocate for human rights at the individual & system levels; and</p> <p>10. engage in practices that advance social, economic, & environmental justice</p>	

COMPETENCY 4: INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>11. use practice experience & theory to inform scientific inquiry & research; 12. apply critical thinking to engage in analysis of quantitative & qualitative research methods & research findings; and 13. use & translate research evidence to inform & improve practice, policy, & service delivery</p>	

COMPETENCY 5: INTERN ENGAGES IN POLICY PRACTICE.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>14. identify social policy at the local, state, & federal level that impacts well-being, service delivery, & access to social services; 15. assess how social welfare & economic policies impact the delivery of & access to social services; 16. apply critical thinking to analyze, formulate, & advocate for policies that advance human rights & social, economic, & environmental justice; and</p>	

COMPETENCY 6: INTERN ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>17. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks to engage with clients & constituencies; and</p> <p>18. use empathy, reflection, & interpersonal skills to effectively engage diverse clients & constituencies.</p>	

COMPETENCY 7: INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>19. collect & organize data, & apply critical thinking to interpret information from clients & constituencies;</p> <p>20. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the analysis of assessment data from clients & constituencies;</p> <p>21. develop mutually agreed-on intervention goals & objectives based on critical assessment of strengths, needs, & challenges within clients & constituencies; and</p> <p>22. select appropriate intervention strategies based on the assessment, research knowledge, & values & preferences of clients & constituencies</p>	

COMPETENCY 8: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>23. critically choose & implement interventions to achieve practice goals & enhance capacities of clients & constituencies;</p> <p>24. apply knowledge of human behavior & the social environment & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in interventions with clients & constituencies;</p> <p>25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. negotiate, mediate, & advocate with & on behalf of diverse clients & constituencies; and</p> <p>27. facilitate effective transitions & endings that advance mutually agreed-on goals</p>	

COMPETENCY 9: INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Practice Behaviors (Learning Outcomes)	Agency Tasks
28. select & use appropriate methods of evaluation of outcomes; 29. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30. critically analyze, monitor, & evaluate intervention & program processes & outcomes; and 31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	

Intern Signature: _____ **Date:** _____

Field Instructor Signature: _____ **Date:** _____

Task Supervisor (if applicable) Signature: _____ **Date:** _____

Field Director Signature: _____ **Date:** _____

SOCIAL WORK FIELD PLACEMENT PERFORMANCE EVALUATION FORM
Social Work 371/ 475/ 476 (Circle One)

Name of Student _____

Field _____

Instructor _____

Task Supervisor (if applicable) _____

Field _____

Liaison _____

Agency _____

Number of Field Practicum Hours Completed to Date: Mid-term _____ Final _____

This evaluation form is for field instructors to provide feedback about Senior Social Work Majors in their field placement. The activities/qualities you are assessing relate to the Social Work Program's required competencies as reflected in the Learning Contract completed at the beginning of the semester. The evaluation should be a mutual process, with the student actively involved and signing this form at the end.

Rating Scale for Evaluation of Field Placement Performance

INSTRUCTIONS: This evaluation instrument is designed to provide input from the field instructor to the student and faculty liaison about the quality of the student's performance in the field practicum. The faculty liaison is responsible for assigning the student's semester grade based on this evaluation and on the student's participation in the field seminar. **The field instructor should review the student's learning contract before initiating the evaluation.** Student performance should be rated based on the established criteria set forth in the Learning Contract. Evaluation of the student for SWK 371/ 475/ 476 should be reflective of the student's level of knowledge and skill.

Instructions to Field Instructor: *Please select only one score for each performance area.*

- 1** = **Unsatisfactory:** The student has not yet developed this skill
- 2** = **Needs Improvement:** The student is beginning to recognize how it might be applied in a practice situation.
- 3** = **Acceptable** - The student demonstrates the skill at the expected level.
- 4** = **Above average** - Higher than average skills are applied fairly consistently.
- 5** = **Outstanding-** The skill is a fully integrated part of the student's practice. Advanced skill level observed.

NYC = Not yet completed (only permissible at the mid-term)

The agency field instructor is required to use the comment section of the evaluation to support and clarify ratings. Student and agency field instructor are expected to prepare the evaluation together, using this opportunity to identify areas of mastery, as well as strategies for continued professional development.

COMPETENCY 1: INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.

<p align="center">Comments</p> <p>Mid-Term:</p> <p>Final:</p>	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
Total Score: /55	5	4	3	2	1		5	4	3	2	1
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.											
Use reflection and self-regulations to manage personal values and maintain professionalism in practice situation											
Demonstrates professional demeanor in behavior											
Demonstrates professional demeanor in appearance											
Demonstrates professional demeanor in oral communication											
Demonstrates professional demeanor in written communication											
Demonstrates professional demeanor in electronic communication											
Uses technology to facilitate practice outcome ethically											
Uses technology to facilitate practice outcomes appropriately .											
Use supervision to guide professional judgment and behavior.											
Uses consultation to guide professional judgment and behavior											

COMPETENCY 2: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.

Mid-Term: Final:	Comments	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
		5	4	3	2	1		5	4	3	2	1
Total Score:	/30	5	4	3	2	1		5	4	3	2	1
	Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level .											
	Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level .											
	Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the marco level .											
	Students presents themselves as learners and engage clients and constituencies as experts of their own experiences.											
	Student applies self-awareness and self-regulation to manage the influence of personal biases in working with diverse clients and constituencies.											
	Student applies self-awareness and self-regulation to manage the influence of personal values in working with diverse clients and constituencies.											

**COMPETENCY 3: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL,
ECONOMIC, AND ENVIRONMENTAL JUSTICE**

<p align="center">Comments</p> <p>Mid-Term:</p> <p>Final:</p>	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
Total Score: /45	5	4	3	2	1		5	4	3	2	1
Student applies understanding of social justice to advocate for human rights at the: individual level of practice.											
Student applies understanding of social justice to advocate for human rights at the: systems level of practice.											
Student applies understanding of economic justice to advocate for human rights at the: individual level of practice.											
Student applies understanding of economic justice to advocate for human rights at the: system of practice.											
Students applies understanding of environmental justice to advocate for human rights at the: individual level of practice.											
Students applies understanding of environmental justice to advocate for human rights at the: systems level of practice.											
Student engaged in practice that advances: Social justice.											
Student engaged in practice that advances: Economic justice.											
Student engaged in practice that advances: Environmental justice											

COMPETENCY 4: INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE.

<p align="center">Comments</p> <p>Mid-Term:</p> <p>Final:</p>	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
Total Score: /15	5	4	3	2	1		5	4	3	2	1
Use practice experience and theory to inform scientific inquiry and research.											
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.											
Use and translate research evidence to inform and improve practice, policy, and service delivery.											

COMPETENCY 5: INTERN ENGAGES IN POLICY PRACTICE.

Mid-Term: Final:	Comments						Outstanding Outstanding	Above Average Above Average	Acceptable Acceptable	Needs Improvement Needs Improvement	Unsatisfactory Unsatisfactory
	Outstanding Above Average Acceptable Needs Improvement Unsatisfactory	Outstanding Above Average Acceptable Needs Improvement Unsatisfactory									
Total Score: /65	5	4	3	2	1	Not Yet Complete	5	4	3	2	1
Student identified social policy as it impacts well-being, service delivery and access to social services at the: Local level											
Student identified social policy as it impacts well-being, service delivery and access to social services at the: State level											
Student identified social policy as it impacts well-being, service delivery and access to social services at the: Federal level											
Student assesses how social welfare policies impact the delivery of and access to social services.											
Student assesses how economic policies impact the delivery and access to social services.											
Student applies critical thinking when analyzing policies that advance: Human rights and social justice											
Student applies critical thinking when analyzing policies that advance: Economic justice											
Student applies critical thinking when analyzing policies that advance: Environmental justice											
Student applies critical thinking when formulating policies that advance: Human rights and social justice											
Students applies critical thinking when formulating policies that advance: Economic justice											
Students will applies critical thinking when formulating policies that advance: Environmental justice.											
Student applies critical thinking when advocating for policies that advance: Human rights and social justice: Economic justice											
Student applies critical thinking when advocating for policies that advance: Human rights and social justice: Environmental justice											

COMPETENCY 6: INTERN ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

<p align="center">Comments</p> <p>Mid-Term:</p> <p>Final:</p>	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
Total Score: /20	5	4	3	2	1		5	4	3	2	1
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.											
Use empathy to effectively engage diverse clients and constituencies											
Use reflection to effectively engage diverse clients and constituencies											
Use interpersonal skills to effectively engage diverse clients and constituencies											

COMPETENCY 7: INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Mid-Term: Final:	Comments	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
		5	4	3	2	1		5	4	3	2	1
Total Score:	/35	5	4	3	2	1		5	4	3	2	1
	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.											
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.											
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths , needs, and challenges within clients and constituencies.											
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of needs, and challenges within clients and constituencies.											
	Select appropriate intervention strategies based on the assessment , research knowledge, and values and preferences of clients and constituencies.											
	Select appropriate intervention strategies based on the research knowledge , and values and preferences of clients and constituencies.											
	Select appropriate intervention strategies based on the values and preferences of clients and constituencies.											

COMPETENCY 8: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

<p align="center">Comments</p> <p>Mid-Term:</p> <p>Final:</p>	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
Total Score: /25	5	4	3	2	1		5	4	3	2	1
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.											
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.											
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.											
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.											
Facilitate effective transitions and endings that advance mutually agreed-on goals.											

COMPETENCY 9: INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<p align="center">Comments</p> <p>Mid-Term:</p> <p>Final:</p>	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Complete	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
Total Score: /50	5	4	3	2	1		5	4	3	2	1
Select and use appropriate methods for evaluation of outcomes.											
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.											
Critically analyzes , monitor, and evaluate intervention and program processes .											
Critically analyzes , monitor, and evaluate intervention and program outcomes .											
Critically monitors , interventions and program processes .											
Critically monitors intervention and outcomes .											
Critically evaluate intervention and program outcomes .											
Apply evaluation findings to improve practice effectiveness at the micro level .											
Apply evaluation findings to improve practice effectiveness at the mezzo levels .											
Apply evaluation findings to improve practice effectiveness at the macro levels .											

MID-TERM EVALUATION

The following parties have participated in this evaluation:

Intern: _____ Date: _____
Field Instructor: _____ Date: _____
Task Supervisor (if applicable): _____ Date: _____
Field Director: _____ Date: _____ **Total Score**
/340

FINAL EVALUATION

The following parties have participated in this evaluation:

Intern: _____ Date: _____
Field Instructor: _____ Date: _____
Task Supervisor (if applicable): _____ Date: _____
Field Director: _____ Date: _____ **Total Score**
/340

**Misericordia University
Social Work Department
Agency Evaluation Form**

This form is to be completed by all students upon completion of their junior and senior field assignment.

**Check: Junior Field
 Senior Field**

Orientation:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Did the agency provide an orientation program for students? | Yes | No | | |
| | | | Rarely | -----Consistently |
| 2. Were agency policies and procedures explained clearly? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Were agency services explained clearly? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Were you introduced to other workers in your agency? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Did others in the agency know who you were? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Were you invited to participate in the formal and informal communication system? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Were you provided with a desk and/or adequate space to work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Supervision:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Was there open communication between you and your supervisor? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Was your supervisor accessible when you had questions or problems? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Were questions you had answered adequately? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Was time set aside each week for supervisory sessions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|---|-----|-----|-----|-----|
| 5. Did you receive constructive feedback on your performance? | [] | [] | [] | [] |
| 6. Were agency procedures such as filing, filling out forms, clearly explained? | [] | [] | [] | [] |
| 7. Did your supervisor indicate an interest in supervision of B.S.W. students? | [] | [] | [] | [] |

Rarely -----Consistently

Learning Activities:

- | | | | | |
|--|-----|-----|-----|-----|
| 1. Was the environment in the agency conducive to a learning experience? | [] | [] | [] | [] |
| 2. Were you given the kinds of activities that lead to learning generalist practice? | [] | [] | [] | [] |
| 3. Were you provided structure and clarity in expectations for assigned tasks and responsibilities? | [] | [] | [] | [] |
| 4. Was current theory utilized and shared in the agency? | [] | [] | [] | [] |
| 5. Did you have a variety of experiences | [] | [] | [] | [] |
| 6. Were you exposed to “best” and/or evidence-based practices? | [] | [] | [] | [] |
| 7. Were you able to function independently with appropriate support and reinforcement in providing service to clients? | [] | [] | [] | [] |
| 8. Did you participate in agency activities such as staffings and consultations? | [] | [] | [] | [] |
| 9. Were you challenged to grow personally and professionally? | [] | [] | [] | [] |

Rarely -----Consistently

Professional Context:

- | | | | | |
|---|-----|-----|-----|-----|
| 1. Were social work values and ethics upheld in the agency? | [] | [] | [] | [] |
| 2. Did workers in the agency function in clearly defined social work roles? | [] | [] | [] | [] |

3. Did you observe supervisors and workers modeling self-awareness?

Agency _____ Date _____

Weekly Field Log

First/Last Name

Field Log- Week #

Hrs Completed to date: ____/200

Experiences/Activities:

Record or list the activities and experiences you have been involved in today.

- Activity 1
- Activity 2
- Activity 3, etc.

Learning Outcomes:

Reflect upon the above and, using the space below, explain those thoughts, ideas, concepts, or questions which have grown out of the activities and experiences you have recorded.

The Field Log should be at least 1 page in length. It should describe the activities listed above that took place this week and then relate what you have learned to the CSWE core competencies and practice behaviors. This is also an opportunity to discuss your individual learning, ethical questions, how you have used supervision, and are developing practice knowledge or insight that you will take with you in your professional social work identity development.

You should reference the specific core competency and practice behavior you are describing in the learning outcomes section.

**Misericordia University
Social Work Program**

Year Graduating _____

**Student Self-Assessment
Practice Behaviors**

The primary goal of Misericordia University’s Social Work Program is to provide graduates with sufficient knowledge, values and skills to effectively function as entry-level generalist social work practitioners. Having now completed the BSW curriculum and your senior portfolio which have enabled you to demonstrate evidence for achievement of the program’s ten mandated competencies and forty-one practice behaviors, please assess yourself on your level of competence with each of the following practice behaviors. ***THIS ASSESSMENT WILL BE SUBMITTED AS THE FINAL SECTION OF YOUR SENIOR PORTFOLIO.***

1	2-3	4-5	6-7	8-9	10
No competence w/o ability to remediate	No competence with ability to remediate	Limited Competence	Competent	Excelling	Exemplary

Assign a number to each of the following practice behaviors using the above scale.

_____ 1. Make Ethical Decisions by applying the standards of the NASW Code of Ethics, relevant laws & regulations, models for ethical decision-making, ethical conduct of research, & additional codes of ethics as appropriate to context

_____ 2. Use reflection & self- regulation to manage personal values & maintain professionalism in practice situations.

_____ 3. Demonstrate professional demeanor in behavior; appearance; & oral, written, & electronic communications

_____ 4. Use technology ethically & appropriately to facilitate practice outcomes

_____ 5. Use supervision & consultation to guide professional judgment & behavior

_____ 6. Apply & Communicate understanding of the importance of difference in shaping life experiences in practice at the micro, mezzo, and macro levels

_____ 7. Present themselves as learners & engage clients & constituencies as experts of their own experiences

_____ 8. Apply self-awareness & self-regulation to manage the influence of personal biases & values in working with diverse clients & Constituencies

_____ 9. Apply their understanding of social, economic, & environmental justice to advocate for

human rights at the individual & system levels

- _____ 10. Engage in practices that advance social, economic, & environmental justice
- _____ 11. Use practice experiences & theory to inform scientific inquiry & research
- _____ 12. Apply critical thinking to engage in analysis of quantitative & qualitative research methods & research findings
- _____ 13. Use & translate research evidence to inform & improve practice, policy, & service delivery
- _____ 14. Identify social policy at the local, state, & federal level that impacts well-being, service delivery, & access to social services.
- _____ 15. Assess how social welfare & economic policies impact the delivery of & access to social services
- _____ 16. Apply critical thinking to analyze, formulate, & advocate for policies that advance human rights & social, economic, & environmental justice.
- _____ 17. Apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks to engage with clients & constituencies
- _____ 18. Use empathy, reflection, & interpersonal skills to effectively engage diverse clients & constituencies
- _____ 19. Collect & organize data, & apply critical thinking to interpret information from clients & constituencies
- _____ 20. Apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the analysis of assessment data from clients & constituencies
- _____ 21. Develop mutually agreed-on intervention goals & objectives based on the critical assessment of strengths, needs, & challenges within clients & constituencies
- _____ 22. Select appropriate intervention strategies based on the assessment, research knowledge, & values & preferences of clients & constituencies
- _____ 23. Critically choose & implement interventions to achieve practice goals & enhance capacities of clients & constituencies.
- _____ 24. Apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in interventions with clients & constituencies

_____ 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

_____ 26. Negotiate, mediate, & advocate with& on behalf of diverse clients & constituencies

_____ 27. Facilitate effective transitions & endings that advance mutually agreed-on goals.

_____ 28. Select & use appropriate methods for evaluation of outcomes

_____ 29. Apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the evaluation of outcomes

_____ 30. Critically analyze, monitor, & evaluate intervention & program process & outcomes

_____ 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

COMMENTS _____
