

**School of Social Work**

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**Office of Field Education**

**The  
Field Education  
Manual**

# **Section 1: Overview of the School of Social Work**

## **Mission of the School of Social Work**

In keeping with East Carolina University's commitment to service and the College of Health and Human Performance focus on enriching lives and enhancing communities, the School of Social Work (SOSW) seeks a world in which the social, economic, and political conditions that marginalize and oppress people are eliminated, and all people are free to fulfill their potential. Our vision is grounded in a commitment to the principles of justice, the value and dignity of every person, progress through dialogue, and community transformation through collaboration.

To achieve the society we envision, the mission of the School of Social Work is to educate students to become more effective social worker practitioners; by contributing to the development and dissemination of knowledge; and by partnering with social work practitioners, other community members, and organizations to improve services and to reduce marginalization and oppression.

## **Goals of the School of Social Work**

1. Prepare competent practitioners who possess the social work knowledge, values, and skills necessary for generalist practice and specialized Clinical-Community Practice from a Relational Perspective as identified by the program and the CSWE Educational Policy and Accreditation Standards.
2. Develop and disseminate professional knowledge.
3. Provide leadership by initiating and maintaining partnerships between the School of Social Work and service recipients and community organizations to improve social services and to reduce the effects of injustice.

## **History**

The roots of the social work program at ECU can be traced back to 1968, when it was established as the first department in the School of Allied Health and Social Professions. In 1969, the new department of Social Work at East Carolina University began offering a curriculum leading to a Bachelor of Science degree in Social Work. This program was accredited by CSWE in 1974, the first year that undergraduate social work programs were eligible for accreditation. In 1978, authorization to plan a new Master of Social Work degree was approved by the UNC Board of Governors. This planning process was acknowledged by CSWE in 1979. The Board of Governors approved the MSW program in 1982 and the Department of Social Work became the School of Social Work and Criminal Justice Studies. The first group of MSW students was admitted in 1984. In July 2003, the School of Social Work was merged with the School of Human and Environmental Sciences to become a new school within the College of Human Ecology (CHE). In the fall of 2015, the School of Social Work relocated along with other academic units, to the College of Health and Human Performance (HHP).

## **Description**

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to

eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education from baccalaureate to doctoral levels employs educational, practice, scholarly, interprofessional, and service delivery models. These educational pursuits expand the social worker's knowledge of the field, equipping them with skills needed to address complex human and social concerns and helping them develop an understanding of how to use evolving technologies needed to meet client's needs.

### **The Social Work Profession**

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

Professional social workers and social work students follow the NASW Code of Ethics

### **Social Workers engage in:**

- Social Planning
- Community Organization
- Research
- Supervision
- Consultation
- Administration
- Group Work
- Family Therapy
- Individual Casework
- Case Management
- Counseling & Psychotherapy

## **The Purposes of Social Work Education**

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, skills, and cognitive and affective processes of the social work profession for competent practice.

The purpose of the classroom education is to equip the student with the values, knowledge, skills, and cognitive and affective processes necessary for the development of practice expertise. The field education curriculum provides students with an opportunity to apply and integrate content from the classroom to the delivery of social services in an agency under the supervision of a qualified Field Instructor.

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, skills, and cognitive and affective processes of the profession.

Baccalaureate social work education programs prepare graduates for beginning generalist professional practice. Master level social work prepares students for specialized professional Clinical-Community Practice from a Relational Perspective based on a solid work foundation. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) depth, breadth, and specificity of knowledge and skills.

Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also acknowledge academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

## **Section 2: The Field Education Program (BSW and MSW)**

### **Introduction**

The Council on Social Work Education (CSWE) identifies Field Education as the "signature pedagogy" of social work education. As such, Field Education is the central form of instruction and learning for social work, in which social work students are socialized into the norms and values of the profession. The intent of Field Education is to connect the theories and concepts of the classroom with the practical world of the practice setting. These two interrelated components of social work education, classroom and field are equally important, and each contributes to the

development of competent social workers. To achieve this, Field Education is systematically designed, supervised, coordinated and evaluated on the basis of criteria by which students demonstrate the achievement of the core competencies of generalist and specialized social work practice.

Field Education at the ECU School of Social Work is anchored in the mission, goals, and educational level of the programs. Field placement settings are screened and evaluated to ensure that Field Education 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.

East Carolina University School of Social Work offers field placement opportunities throughout the eastern region of North Carolina and in neighboring regions. Field placements may include direct interventions with individuals, families, groups, organizations, and communities; indirect practice interventions enabling social, organizational, or institutional change; diversity of modalities, populations, treatment issues; and a range of theoretical and teaching methodologies and models. While the Director of Field Education has responsibility for the overall operation of the program, Field Education is a collaborative educational venture between the faculty of the school, host agencies, personnel in the field placement sites, and the students. Cooperation, individualization, and flexibility are prominent features of this relationship.

### **The ECU School of Social Work BSW and MSW Field Education Program Objectives**

All BSW and MSW students work with their Field Instructors and Task Supervisors to develop an individualized Learning Agreement, which identifies specific activities the student will complete in the field placement to fulfill the learning objectives of the program and the student's individual learning needs.

The BSW degree prepares students to be competent and effective generalist social work practitioners. Areas of learning for the BSW field placement include social work values and ethics, professional development, preparation for interventions, communication skills, assessment, contracting and intervention skills, evaluation, termination, problem solving and working with individuals, groups, families, organizations, and communities.

The MSW degree prepares graduate students for specialized social work practice. Learning goals include developing the ability to utilize a broad range of knowledge and skills to analyze, intervene and evaluate practice with a high degree of autonomy and proficiency. Specific objectives include self-directed learning, professional development, developing self-awareness, communication skills, evaluating practice, organizational and community context, policy, and direct practice skills including interviewing, assessment, and executing appropriate interventions.

The CSWE accreditation standards require that BSW and MSW curricula prepare graduates for practice through mastery of the nine social work competencies. These competencies are measurable behaviors comprised of knowledge, values, skills, and cognitive and affective processes. Social Work students delineate the educational goals and objectives of their program through demonstration of specific competencies that serve to inform and aid evaluation of those students' preparation for social work practice. These competencies serve as a link between what may be observed or demonstrated in student knowledge, values, skills, and cognitive and affective processes performance, and the programs' curricula expectations. In a general way, these competencies and the practice standards operationalize the educational objectives for students,

faculty, and administration and provide a common set of definitions to gauge performance and behavior.

### **Structure of Field Courses**

There are three social work field placements, the BSW field placement, the generalist practice MSW field placement, and the specialized practice MSW field placement. Semesters are 14 weeks long, running from August to December and January to May.

The BSW Field Education program has one field placement.

#### **BSW Field Placement** – SOCW 4990 Field Education and Seminar

One semester – Final semester of senior year

Four days a week (Tuesday through Friday) 32 hours a week, total of 448 hours.

The MSW program has two field placements.

#### **MSW Field Placements**

Full time in-person program: three days a week (Wednesday through Friday)

Part time online program: hours may vary

All program options: 24 hours a week, total of 336 hours each semester

Generalist Practice MSW Field Placement (Advanced Standing is exempt) SOCW 6940 Field Education I

Specialized Practice MSW Field Placement SOCW 6950 Field Education II and SOCW 6960 Field Education III (Two semester field placement in the same agency)

### **Supervision**

Supervision that provides adequate oversight, support and guidance is essential to a productive field education experience. For social work students, this is achieved through a combination of daily supervision relating to the activities of the student, and weekly supervision which focuses on the student's learning process. This focused supervision supplements day to day supervision, and promotes the students' growth in utilizing skills, applying theory, and developing the self-awareness necessary for professional social work practice.

Supervision for BSW and MSW social work field students is provided by a designated social work Field Instructor in the field placement agency. Field Instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE accredited program and have 2 years post social work degree practice experience in social work. Field Instructors for master's students hold a master's degree in social work from a CSWE accredited program and have 2 years post master's social work degree practice experience in social work. A licensed clinical social worker (LSCW) is **not** required to supervise social work student interns. Practice experience can include employment and volunteer experiences in social work. Preferred qualifications include at least six months employment in the field agency. All potential Field Instructors must submit a current resume or curriculum vitae for verification of credentials. The Director of Field Education reviews the resume or CV and determines if the potential field is approved to serve in that role.

At times, an agency, unit, or division that can offer a good learning experience may not have a degreed social worker available to supervise the intern. In these cases, an exception may be considered in which the student will have two supervisors. A Task Supervisor will provide the student with day-to-day supervision in the field placement setting. Working with the field placement agency, the Office of Field Education will identify a degreed social worker from outside the agency or unit with the same Field Instructor credentials above, who will serve as the external Field Instructor. These two supervisors will collaborate to provide supervision for the field student. More detailed information on the supervisory roles follows below.

### **Field Seminars**

All BSW and MSW students in the Field Education program are required to participate in a weekly field seminar as part of their field education course while they are in their field placement. The seminar promotes the integration of knowledge and practice, development of the professional role, and application of social work values and ethics. It provides an opportunity for students to learn from each other and provides peer support. This field seminar is led by the Faculty Field Liaisons who are ECU School of Social Work faculty. Seminars meet on days students are not in their field placements. Faculty Field Liaisons are also the primary liaison between the ECU School of Social Work and the field placement agency. Seminars may include assignments such as readings, process recordings or case studies.

### **Office of Field Education Responsibilities**

The Office of Field Education is charged with planning, implementing, and evaluating field education for the BSW and MSW programs. The responsibilities of this office include:

#### **Community Component:**

- Ensuring that Field Instructors and agencies meet the standards set by the Council on Social Work Education;
- Identifying and providing orientations and training for Field Instructors and Task Supervisors;
- Convening and coordinating the Field Education Community Advisory Committee;
- Recruiting, assessing, and approving agencies as field placements by evaluating new and returning agencies, and instructors for the next year of field placement;
- Establishing and preserving working relationships between the School of Social Work and field education agencies and supervisors;
- Sharing up to date information with students, agencies, Field Instructors, and Field Liaisons about the School's field education philosophy, curriculum, expectations and standards, and policy and procedures through formal and informal means including maintenance of the field education website and
- Communicating with Faculty Field Liaisons concerning visits to agencies, developments in field agencies and the community, class subject matter, integration of class and field content, concerns about students, classes, and providing guidance as needed in these related areas.

#### **Student Component:**

- Selecting and assigning field placements through student interviews focusing on field placement opportunities that appropriately meet individual learning needs;
- Dispensing information regarding students to Field Instructors as appropriate;
- Monitoring student progress during field work through ongoing communication with Faculty Field Liaisons, agency, and Field Instructors;
- Resolving concerns and problems related to field instruction and all changes in field placement;
- Negotiating changes in field placement assignments of students after thorough evaluation and discussions with all involved when the need arises;
- Participating in the resolution of problems and concerns which cannot be reconciled by Faculty Field Liaison and/or Field Instructors and students and
- Consulting with the Field Instructor in the field placement process in an effort to provide an appropriate match between student and agency.

**Administrative Component:**

National/State

- Participating in the North Carolina Field Directors Consortium and pertinent state and national conferences.

University

- Maintaining legal documents necessary for agency university affiliations including professional student liability insurance policies and agency Affiliation Agreements.

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- Participating in the ongoing development and evaluation of the Field Education Program in order to maintain high standards of education in the field;
- Participating in ongoing developments and evaluation of the social work program;
- Recommending field related policy changes to social work director and to relevant field education committees and to school faculty;
- Continually assessing the field education program to assure that it meets program needs and the criteria for CSWE accreditation standards and
- Collaborating with field education committees on reaffirmation or accreditation self- study preparation to ensure that field education program achieves and maintains optimal accreditation standards.

Office of Field Education

- Maintaining current information on agencies, Field Instructors and students utilizing up-to-date technology such as databases;
- Consulting with MSW and BSW Program Directors, Faculty Field Liaisons, Field Instructors, and students regarding field education concerns;
- Convening and coordinating meetings of the Faculty Field Committee;
- Maintaining and revising all field education documents including evaluation



- tools and criteria for field placements, Faculty Field Liaisons, and Field Instructors;
- Maintaining records necessary to document and evaluate the field education program through development of reports on findings from the field education evaluation tools;
  - Participating and serving on various SOSW committees including, but not limited to, the Administrative Team, BSW and MSW Program Committees, and the Admission and Retention Committee;
  - Consulting with the SOSW Director on the funding required for the operation of the Office of Field Education including budget management and
  - Distributing the final field placement seminar lists each semester including agency placement, Field Instructor and Faculty Field Liaison assignments, and their contact information.

#### Faculty Field Liaisons

- Participating in the documented evaluation of the Faculty Field Liaison's performance;
- Monitoring course content to maintain consistency for seminar courses with Faculty Field Liaisons;
- Planning, implementing, and evaluating orientation and training for Field Instructors and Faculty Field Liaisons;
- Assuring that all Faculty Field Liaisons are knowledgeable about the field education curriculum and expectations;
- Participating in the documented evaluation of the Faculty Field Liaison's performance;
- Coordinating with SOSW Director/Administrative Team regarding number of seminar classes, sections, and selection of Faculty Field Liaisons and
- Consulting with SOSW Director/Administrative Team concerning Faculty Field Liaison duties and performance.

#### Students

- Assignment of students to field seminars and
- Storing all pertinent field placement records.

#### **Field Education Community Advisory Committee (BSW and MSW)**

The Field Education Community Advisory Committee serves both the BSW and MSW Field Education programs and is comprised of community members that serve in an advisory capacity to the Office of Field Education in decision making, problem solving, and policy setting. They also provide a valuable community link and a direct mechanism for the SOSW to receive feedback from the practice community. The committee meets four times per year and is chaired by the Assistant Director of Field Education. Members serve two- year terms that are renewable for up to six years. The composition includes 9-12 field agency representatives, staff of the Office of Field Education, representatives from the BSW and MSW faculty, and student representatives from the BSW program, MSW in-person program, and MSW online program.

## **Faculty Field Committee (BSW and MSW)**

The Faculty Field Committee is comprised of faculty who are responsible for teaching all BSW program and MSW program seminars and members of the Office of Field Education. Other interested faculty members are invited to attend committee meetings. The purpose of this committee is to bring together Faculty Field Liaisons to explore common field issues. This is also an opportunity for the Office of Field Education staff to get direct feedback related to field seminars. This committee meets at least twice a semester and representatives from this committee sit on the Field Education Community Advisory Committee.

## **Agencies and Field Instructors**

### **Selection of Field Education Agencies (BSW & MSW Students)**

#### The Agency

Field instruction takes place in a wide variety of agencies and settings. The School of Social Work seeks to identify field agencies whose missions and goals are consistent with the educational mission of the practice of social work. The agencies are selected because of a recognized interest in professional standards of practice, an interest in cooperating with the School of Social Work, and a commitment to making resources available for educational purposes.

The agency is a social system in which students become members, both as students and as practitioners. Students must relate to the clients, practitioners, agency employees, administrative personnel, educational personnel, and support staff. The setting for field instruction supplies the resources for students to engage in social work practice. These include office space, support staff, recording instruments, supplies, etc.

Importantly, it makes staff resources available for student learning. Students then serve the clients of the field agency.

The Office of Field Education is always open to the development of opportunities for field sites both locally and regionally. The development of new field sites can be initiated by the agency, the school, or the students. This process often includes, but is not limited to, an agency visit, biographical and educational information of the potential field supervisors, and a demonstrated willingness of the agency to work with the Office of Field Education in determining the appropriateness as a field site. New field agencies are approved by the Office of Field Education. Below are the policies, procedures, and criteria for selecting field agencies for the BSW program and all MSW program options.

#### Policies for Selecting Field Settings (BSW and MSW)

- Agencies must provide enough qualified personnel, time for student instruction, and continuity of Field Instructors.
- Agencies must make cases, groups, and agency or community projects available to Field Instructors for selection and assignment to students to ensure students are able to meet all CSWE 9 Core Competencies.
- Understand the importance of student safety through placing emphasis on preventing violence by providing students with knowledge of precautionary measures, including alertness to possible danger signals about the immediate environment and behavior of

clients.

- Supervisors are required to attend the Field Education Supervisor Workshop.
- There shall be no discrimination on the basis of race/ethnicity, religion, age, color, creed, sex, sexual orientation, veteran status, gender identity, genetic information, political affiliation, national origin, or disability
- Agencies must provide students with the necessary space and facilities.
- All agencies/field sites must sign a legally binding Affiliation Agreement that must be approved by the Director of Field Education and the Dean of the College of Health and Human Performance. Any changes made to the standard Affiliation Agreement must be approved by the University attorney's office.

#### Procedures for Selecting Field Settings (BSW and MSW)

- The Office of Field Education contacts agencies to explore the possibility of partnering to serve as a field site for student field placements. Contact may also be initiated by an agency to request the opportunity to serve as a field site.
- Agency completes the Agency Information Sheet where they indicate areas of practice and the available learning activities for students.
- The Office of Field Education schedules a meeting to ensure agencies understand field education is a learning experience, verify appropriate supervision and appropriate and sufficient learning activities, and the ability for students to meet the competencies, and assess the onboarding and prerequisite requirements for students.
- The Office of Field Education sends and executes the completion of the Affiliation Agreement.

#### Criteria for Selecting Field Settings (BSW and MSW)

- Demonstration of social work competencies through providing in-person contact (not simulations or avatars). In-person contact refers to interpersonal interactions with clients and constituencies, but and may include the use of digital technologies allow for technology-based social work practice (e.g., telehealth, telework, phone contact with colleagues, clients, and constituents, remote access to platforms and projects, etc.).
- Ability to provide sufficient supervisory time, defined as at least 1 hour per week of educationally focused social work supervision and daily oversight of student tasks and activities.
- Willingness to sign an Affiliation Agreement.
- Agency must make cases, groups, and agency or community projects available to Field Instructors for selection and assignment to students to ensure students are able to meet all CSWE 9 Core Competencies.
- Demonstrate respect for values and ethics of social work through agency policy, procedure, program design, and service delivery.
- Show a commitment to the provision of diverse learning opportunities. Be willing to accept interns representing differing values and backgrounds, including differences in cultural, ethnic, racial, religious, and sexual orientation, as well as physical challenges, special learning needs, etc.

#### **Agency/School of Social Work Affiliation Agreement (BSW and MSW Students)**

It is in the interest of both the School of Social Work and community social agencies to affiliate as partners in the process of social work education. The school receives the advantage of on-site practice education for students in agency settings as part of the total curriculum. Agencies gain

access to new and developing knowledge, research, and practice wisdom from contact with students and faculty.

In this two-way process, each has responsibilities to the other as:

The School of Social Work's responsibility to the agency:

- Consult with the agency about student assignments to ensure appropriate learning opportunities for students at all system levels that are congruent with the agency's service functions.
- Designate a member of the faculty to serve as liaison to the agency.
- Provide the agency personnel with information about the student, the curriculum, and school policies through consultation and conferences as needed.
- Plan periodic meetings of appropriate agency personnel, Field Instructors, and faculty to integrate field instruction with the total curriculum.

The Agency's Responsibility to the School of Social Work:

- Agrees to provide an environment free of discrimination for students in field practice regarding sex, race, age, religion, color, handicap, sexual orientation, or national/ethnic origin.
- Recognizes students as developing professionals who should be assigned to appropriate tasks which are meaningful and consistent with student's learning needs.
- Designate a qualified Field Instructor and/ or Task supervisor, who has sufficient time and resources to develop student learning experiences; prepare and conduct individual student conferences; attend school-sponsored meetings; and prepare evaluations.
- Provides adequate facilities and equipment appropriate to the student's needs.

**Selection of Field Instructors**

Instruction is delivered by a Field Instructor (see Field Education Supervisory Guidelines) who is employed either by the agency, a degreed social worker from another agency, or a SOSW faculty member. Arrangements may be made with other agencies or with the school to provide the required educational component. It is essential that a social worker with a social work degree from a CSWE accredited School of Social Work oversees and monitors the field placement. The School of Social Work accepts the candidate as a Field Instructor, with support of the Field Instructor's agency, based on the qualifications of the Field Instructor as outlined below.

Policies for selection of Field Instructors:

*Credentials and practice experience required to be a BSW Field Instructor:*

- A baccalaureate or master's degree in social work from a CSWE accredited social work program and
- Two years post social work degree practice experience in social work with individuals, families, groups, organizations, and communities.
- At least six months in the field agency is preferred but not required.

*Credentials and practice experience required to be a MSW Field Instructor:*

- A master's degree in social work from a CSWE accredited social work program and
- Two years post social work degree practice experience in social work.
- At least six months in the field agency is preferred but not required; an LCSW is not required.

The exception to credentials and practice experience policy would be on rare occasions in which it is believed a student would be best served being placed at an agency in which there is no appropriate credentialed instructor (i.e., unique experience and matched interests). In these events, the field setting must assign the student a Task Supervisor. An external Field Instructor will be assigned by the Office of Field Education to provide off-site field supervision.

All potential Field Instructors must submit a current resume or curriculum vitae documenting degree(s) and experience prior to being approved to serve as a Field Instructor. Resumes or CV's are reviewed by the Director of Field Education and kept in an electronic folder on the Office of Field Education shared drive. The Director of Field Education can request further verification of requirements as needed. A majority of the Field Instructors are graduates from the ECU School of Social Work. In instances where the Field Instructor has a degree from another institution, the Director of Field Education can verify credentials with the agency.

Criteria for selection of Field Instructors (BSW and MSW):

1. Possession of the minimum degree in social work from a CSWE accredited social work program as stated in the policies for selection of Field Instructors.
2. A sufficient background of social work experience to assure security in social work practice, therefore, must have 2 years post-social work degree practice experience in social work and preferably at least six months at the agency.
3. Demonstrated skill in practice.
4. Belief in and identification with social work as a profession.
5. Independence, creativity, and flexibility in the use of professional self.
6. Knowledge and capacity to manage with the following elements:
  - Students with diverse backgrounds, philosophies, interests, and cultures.
  - Institutional structures of a society.
  - The structure and functions of a particular social agency.
  - Organization of resources for educational purposes.
  - Authority inherent in role of educator.
  - Values as they apply to social work practice.
7. Potential for teaching, which includes the following:
  - Ability to conceptualize theory and practice.
  - Commitment to increasing knowledge of learning theory and skill in teaching.
  - Willingness to provide regular feedback to students and Field Liaisons regarding progress in the field placement.
  - Attendance in the various meetings which may be held to enhance field instruction

Before supervising students, all new Field Instructors for the ECU School of Social Work are required to attend a group or individual Field Education Supervisor Workshop which includes Field

Instructor orientation and training sessions with the Office of Field Education. This must be completed before final approval by the Director of Field Education to serve in this role. Returning Field Instructors are invited to attend the yearly training and required to attend when there is new and relevant information. The purpose of this meeting is to discuss the school's and the agency's needs, as well as potential problems and difficulties they may encounter. The Field Instructor orientation and training includes topics of roles and responsibilities of supervisors, field policies, safety, Title IX, FERPA, student expectations, the supervisory session, handling challenges in field, student assignments, CSWE BSW, MSW generalist practice, and MSW specialized practice competencies and behaviors, the learning plan, and evaluation of students.

At the beginning of the semester, students will be required to meet with their Field Instructor to develop a Learning Agreement where they will connect their field placement activities to the CSWE competencies.

Students will then monitor the completion of these activities on the Field Activity Log. Students will also be required to develop an agenda for their weekly supervision where they will list topics for supervision while connecting them to the CSWE competencies.

The social work perspective will be reinforced during regular, weekly supervision. The supervisor will require that the student connects their field placement activities to the CSWE competencies and behaviors, NASW Code of Ethics, and social work theories, concepts, and values. The Field Instructor will challenge the student to critically think about their social work practice and will offer feedback on their practice strengths and areas of improvement. The Field Instructor will regularly review the student's progress in completing their learning activities by reviewing the Learning Agreement and Field Activity Log. The Field Instructor will also complete field evaluation tools at the mid-term and end of the semester.

## **Field Education Supervisory Guidelines**

### **DEFINITIONS:**

#### **Faculty Field Liaison (BSW and MSW):**

Faculty Field Liaisons are members of the East Carolina University School of Social Work faculty who serve as the link between the Office of Field Education, the Field Instructor, the Task Supervisor (if applicable), and the student during the field courses. The Faculty Field Liaison is selected to work with particular field agencies because of their interest, knowledge, and background in that field. The Faculty Field Liaison is the liaison between the field agency and the Office of Field Education. They are expected to serve both as a consultant to the Field Instructor and the Task Supervisor, and as an advisor to the student. The Faculty Field Liaison is also the instructor for the seminar that is part of the field courses for both the BSW program and all MSW program options. The Faculty Field Liaison provides the final grade for students in the field courses.

#### **Field Instructor (BSW and MSW field education programs):**

Field Instructors are professional practitioners who hold a social work degree from a CSWE accredited school of social work. Field Instructors serve in the capacity of social work supervisors and provide regular, weekly, educationally focused supervision.

##### ***Internal Field Instructor:***

An internal Field Instructor has the credentials stated above, provides supervision for the field student, and is an employee of the field agency where the student is

placed.

***External Field Instructor:***

An external Field Instructor has the credentials stated above, provides supervision for the field student, and is not an employee of the field agency where the student is placed. An external Field Instructor is utilized when an agency lacks a qualified social work professional to provide social work supervision for a field student. This may be a qualified social work Field Instructor from the community or a faculty member from the ECU School of Social Work.

**Task Supervisor (BSW and MSW):**

The Task Supervisor provides day-to-day supervision for students who do not work directly under the direction of an internal Field Instructor at their field placement. These administrative supervisors work closely with the Field Instructor to make certain that the student is provided with the proper educational experience.

**ROLE FUNCTIONS:**

**Faculty Field Liaison (BSW and MSW)**

**Specific Responsibilities:**

- Conducting weekly seminar to help students integrate classroom knowledge with the field experience through the written and reading assignments within the seminar. Monitoring and facilitating the teaching/learning process through weekly seminar.
- Reading and reviewing the Field Education Manual and being familiar with field instruction policies.
- Assigning the development of student learning agreement. Reviewing and recommending revisions when needed for each student and ensuring that the relevant, specific outcomes are defined. Identifying appropriate learning experiences as needed.
- When requested, assist the Field Instructor, Task Supervisor, and agency and/or student in the initiation and development of the Learning Agreement.
- Establishing and maintaining contact with the Field Instructor and Task Supervisor via a telephone contact during the first month of placement, at least one face-to-face visit at the field placement site per semester (evaluation conference), regular e-mail and telephone contacts as needed. In compliance with CSWE's Technology Standards, face-to-face can include an in-person meeting in the agency or a live virtual meeting via WebEx, Zoom, etc.

**Monitoring Student Fieldwork:**

- Initiating and/or responding to requests of student, Field Instructor, Office of Field Education, or agency representatives for meetings to monitor student work toward educational goals.
- Conferring with the student, the Field Instructor and Task Supervisor about the student's experience and performance in accordance with the school's educational expectations including content and structure of field placement.
- Providing support and consultation to the student and the Field Instructor to

resolve problems. Serving as a mediator in the event of conflict between students, the Field Instructor, the agency, and the ECU SOSW.

- Informing the Office of Field Education of significant changes, problems, or positive developments in the field placement setting.
- Assuring that conduct of the student is in keeping with the school's standards. Reporting unsatisfactory or marginal performance to the Office of Field Education staff, who are available as a resource in the evaluation of the student and in the resolution of problems.

#### **Evaluation and Grading:**

- Conducting one evaluation conference each semester student is in their field placement between the 4<sup>th</sup> and 8<sup>th</sup> week of the semester with the Field Instructor, Task Supervisor, and the student to evaluate the student's progress through review of the Learning Agreement (*"Learning Agreement and Evaluation"*) and input from Field Instructor and Task Supervisor at the end of each term.
- Grading and providing feedback to students on the seminar assignments.
- Assigning the student's final grade, using the Field Instructor's evaluation, and the graded assignments from seminar, upon completion of the course. Ensuring receipt by the Office of Field Education of the *"Learning Agreement and Evaluation"* showing the student's performance at the end of the term.

#### **Improvement and Development of Field Education:**

- Apprising the Office of Field Education of the suitability of each field placement and conferring with the Office of Field Education if difficulties arise.
- Assessing Field Instructor performance and providing support and assistance when needed. Faculty Field Liaisons evaluate the field setting through a Qualtrics survey link provided by the Office of Field Education at the end of the semester.
- Informing the Office of Field Education about significant trends in agencies, field experiences, or field supervision.
- Assisting the Office of Field Education in identification and recruitment of new field agencies and of potential Field Instructors.
- Contributing to development of Field Instructors through such activities as interpreting school policies, distributing relevant literature, and serving as a resource.
- Serving on the Faculty Field Committee to address relevant field education issues.

### **Field Instructor (BSW and MSW)**

#### **Administrative**

- Assigning tasks that best meet the educational needs of the individual student and which allow the student to contribute to the function of the agency.
- Conferring with Faculty Field Liaison, attending meetings for Field Instructors, and writing evaluations on student performance.
- Informing the Faculty Field Liaison about the student's progress and sharing



- questions and concerns as they arise.
- Advocating for the student to gain access to learning experiences within the agency and the professional community.
  - Reading and reviewing the Field Education Manual and being familiar with field instruction policies.

### **Educational**

- Assuming responsibility for the student's educational field experience.
- Assessing the educational needs of the student and establishing, along with the student, goals to meet those needs.
- Providing availability for the student's appropriate learning experiences based on the CSWE competencies and Learning Agreement.
- Helping the student to integrate into their field placement both theoretical knowledge and knowledge from previous experience.
- Providing an educational climate that challenges the student to expand professional skills, knowledge, and values.

### **Supportive**

- Orienting the student to the agency, its history, function, policies and procedures, and target populations, and informing students about the strengths and weaknesses of the agency and the community's service delivery system.
- Working closely with students in the actual delivery of services.
- Integrating the student's work with that of agency personnel.
- Scheduling the student's work week and assisting students in meeting professional responsibilities and using time appropriately.
- Providing weekly scheduled supervision with the student as protected time for teaching, educational support, and administrative supervision. A minimum of one hour per week committed to student supervision is required.
- Participating in evaluation and grading procedures, including a written evaluation of the student's performance at the end of each term while providing regular feedback to the student about their performance in the field.

### **Process for Reinforcing the Social Work Perspective with Students Placed in Field Setting without a Credentialed Field Instructor (BSW and MSW):**

On the rare occasion that the Office of Field Education identifies a field setting that does not employ a qualified Field Instructor, the Office of Field Education is responsible for locating an external Field Instructor who will assume the supervisory role and reinforce the social work perspective. This may be a qualified Field Instructor from another agency in the community or a qualified Field Instructor within the School of Social Work faculty. The student's Faculty Field Liaison will not serve the role of external Field Instructor.

In settings where an external Field Instructor is utilized, a Task Supervisor within the agency is identified to provide the day-to-day supervision and support in the agency. External Field Instructors and Task Supervisors work together to educate and evaluate the student. The external Field Instructor has the same responsibility as a Field Instructor in the agency of providing a minimum of 1 hour per week of scheduled social work-focused supervision to the student. This may be group or individual supervision and occurs at a mutually agreed upon time between the

student and external Field Instructor. The hour of supervision may occur during the time the student is in the field agency or outside the field agency hours. It can be conducted in person or online via WebEx, Teams, Zoom, etc. Responsibilities of the external Field Instructor are listed below.

In the event of extenuating circumstances, emergencies, disruption of field placement, or loss of a credentialed Field Instructor, the field setting communicates with the Faculty Field Liaison who will notify the Director of Field Education.

*Extenuating Circumstance Process for Reinforcement of Social Work Perspective:*

In the event of extenuating circumstances, emergencies, disruption of field placement, or loss of a credentialed Field Instructor, the field setting communicates with the Faculty Field Liaison who will notify the Director of Field Education.

The Office of Field Education staff members will take on the responsibility of the weekly one-hour field instruction supervision where the social work perspective will be reinforced. All Office of Field Education staff are qualified Field Instructors with graduate social work degrees from accredited programs and the requisite experience. They will obtain and review all necessary documents, including the Learning Agreement, and reinforce the social work perspective through the seminar assignments.

The designated Office of Field Education staff will continue weekly one-hour supervision with the student while working to identify another qualified Field Instructor or until the field placement is completed. The Office of Field Education staff will have the same roles and responsibilities as an external Field Instructor. This mechanism ensures students do not have a lapse in appropriate supervision and reinforcement of the social work perspective.

### **Field Instructor (BSW or MSW) - External**

#### **Administrative**

- Conferring with Faculty Field Liaison and the Task Supervisor, attending meetings for
- Field Instructors and writing evaluations on student performance.
- Informing the Faculty Field Liaison about the student's progress and sharing questions and concerns as they arise.
- Advocating for the student to gain access to learning experiences within the agency and the professional community.
- Reading and reviewing the Field Education Manual and being familiar with field instruction policies.

#### **Educational**

- Assuming responsibility for the student's educational experience.
- Assessing the educational needs of the student and establishing, along with the student, goals to meet identified educational needs.
- Helping the student to integrate into their field placement both theoretical knowledge and knowledge from previous experience.
- Providing an educational climate that challenges the student to expand professional skills, knowledge, values, and cognitive and affective processes.

### **Supportive**

- Providing weekly scheduled supervision with the student as protected time for teaching, educational support, and administrative supervision. A minimum of one hour per week committed to student supervision is required.
- Participating in evaluation procedures in consultation with the Task Supervisor, including a written evaluation of the student's performance at the end of each term while providing regular feedback to the student about their performance in the field.

### **Additional guidelines**

- Meeting early in the semester with the student's Task Supervisor.
- Working with the Task Supervisor and the student to create appropriate learning objectives.
- Consulting with Task Supervisor on regular basis, at least monthly, as to student progress and performance. Such consultation can be through e-mail, telephone, US mail, or face- to-face.
- Maintaining close communication with Task Supervisor. 0 pt

## **Task Supervisor (BSW and MSW)**

### **Administrative**

- Assigning tasks that will best meet the educational needs of the individual student and that can be developed in terms of the student's capacity to carry out the function of the agency.
- Advocating for the student to gain access to learning experiences within the agency and the professional community.
- Reading and reviewing the Field Education Manual and being familiar with field instruction policies.

### **Educational**

- Establishing, along with the student, goals to meet identified educational needs.
- Providing availability to the student's appropriate learning experiences based on the CSWE competencies (Learning Agreement).
- Providing an educational climate that challenges the student to expand professional skills, knowledge, and values.

### **Supportive**

- Orienting the student to the agency, its history, function, policies and procedures, and target populations, and informing students about the strengths and weaknesses of the agency and the community's service delivery system.
- Working closely with students in the actual delivery of services.
- Integrating the student's work with that of agency personnel.
- Scheduling the student's work week and assisting students in meeting professional responsibilities and using time appropriately.
- Providing weekly scheduled supervision with the student as protected time

for teaching, educational support, and administrative supervision.

- Participating in evaluation and grading procedures in consultation with the external Field Instructor, including a written evaluation of the student's performance at the end of each term while providing regular feedback to the student about their performance in the field.

#### **Additional guidelines**

- Meeting early in the semester with the student's external Field Instructor.
- Working with the external Field Instructor and the student to create appropriate learning objectives.
- Consulting with external Field Instructor on regular basis, at least monthly, as to student progress and performance. Such consultation can be through e-mail, telephone, US mail, or face-to-face.
- Maintaining close communication with Faculty Field Liaison.

#### **The BSW and MSW Field Placement Process**

The Office of Field Education plans field placements based on the consideration of several factors, including learning goals, student interests, previous experience, location and available agency settings. To help ensure that all students have sufficient, appropriate learning opportunities, all field placements must meet the criteria of the ECU School of Social Work and the Counsel on Social Work Education. **For these reasons, the Field Education Office coordinates the field placement process and students are NOT to contact agencies, social workers, or otherwise arrange their own field placements.** Students may research agencies and services using the internet and other media resources. The School of Social Work maintains ongoing relationships with numerous and diverse agencies within the eastern region of North Carolina. Agencies that have been approved by the Office of Field Education meet CSWE standards for an educationally directed field experience and provide superior practice opportunities for beginning professionals. Students can expect to be assigned to these agencies.

The field placement process begins anywhere between one semester (MSW) and two semesters (BSW) before the field placement. This process requires students to submit a field application and interview with both the field staff and agency. The Office of Field Education uses the same process for placing students in the BSW program and all MSW program options.

The Office of Field Education staff will visit classes to present an "Introduction to Field" to all BSW and MSW students. They will explain the field application and field placement process.

#### Policies for placing students (BSW and MSW):

- Students who have met the specified criteria will be placed by the Office of Field Education in approved field sites.
- Students are not to contact agencies, social workers, or otherwise arrange their own field placements.
- All referrals will come from the Office of Field Education and students will receive one referral to a field agency. Office of Field Education places students in all settings.

#### Procedures for placing students (BSW and MSW):

- Students attend an Introduction to Field presentation and resume workshop by the

Office of Field Education. In the presentation professional etiquette and attire are discussed.

- Students are emailed the Field Application and instructions.
- Students submit a completed application including a current resume and photograph to the Office of Field Education via email by the stated deadline. Missing the stated deadline may be delayed in being accepted into the Field Education program and may have to postpone their field placement.
- Director of Field Education reviews student applications and assigns a Placement Coordinator.
- Students schedule and attend an interview, dressed professionally with their Placement Coordinator to discuss interests, strengths, learning needs, concerns and experiences, and issues that may impede their success in field.
- After all students have been interviewed, Office of Field Education staff meet to discuss each student and their interests, learning needs, experience, location preferences and will determine the students' field placement agency.
- Students' Placement Coordinators will contact the field placement agencies to request a student field placement, discuss student learning needs to ensure appropriate fit, and send students' resumes.
- Placement Coordinator will send a referral to the student with contact information and instructions to schedule an interview with the field agency. Students contact the specified agency within five days to schedule their interview. In the event of a delay in scheduling the interview, students will notify their Placement Coordinator.
- Students attend field agency interview and provide the agency with the Field Assignment form. Upon successful completion of the interview the Field Assignment form is returned to the Office of Field Education.
- If the agency requires any onboarding or prerequisites, the Office of Field Education coordinates the completion of these requirements.

#### Criteria for placing BSW students:

- Students must have successfully completed all social work coursework.
- Successful completion of field orientation as part of the SOCW 4990 Pre-Field Capstone course.
- Remain grade eligible: BSW students must have a minimum 2.5 GPA overall.
- Meet the ECU School of Social Work Technical Standards for Professional and Ethical Behavior.
- Review policies and procedures in the Field Education Manual and review the NASW Code of Ethics.

#### Criteria for placing MSW students:

- Students must have successfully completed all prerequisite coursework.
- Students must have completed the field orientation with the Office of Field Education staff.
- Must remain grade eligible for the MSW program and cannot earn more than one C to receive a field placement.
- Meet the ECU School of Social Work Technical Standards for Professional and Ethical Behavior.
- Review policies and procedures in the Field Education Manual and review the NASW Code of Ethics.

The Placement Coordinator is a member of the Office of Field Education staff who has been assigned to coordinate the student's field placement. During this interview, students will have the opportunity to discuss their learning goals, interests, and career objectives. Students should also be prepared to discuss any issues that could affect the appropriateness of a field placement, or that has the potential to affect their performance in field. Every effort is made to match the student to a field placement that meets their interests.

However, please be aware that there is **no guarantee** that students will be able to be placed in a specific agency or service area. This is due to the voluntary nature of Field Instructors, limits of community resources, and educational standards. It is important for students to be open to a variety of field placement options and service areas.

### **Monitoring BSW and MSW Students in Field**

It is the role of the Faculty Field Liaison to monitor students in field. Faculty Field Liaisons monitor student progress by reviewing weekly journals, field activity logs, Mid-Term Status Reports and through a check-in discussion with students during the weekly seminar. Faculty Field Liaisons will have regular email and/or phone correspondence with Field Instructors and Task Supervisors to foster open communication so they can be informed if any problems or concerns arise. Faculty Field Liaisons will also make one scheduled visit to the agency each semester students are in field but may make more than one visit if necessary. In the event the Faculty Field Liaison is not able to conduct a field visit in person, a virtual visit (WebEx, Zoom, etc.) will take the place of the on-site visit. If problems in field occur, the Field Problem Solving Process should be followed. The Office of Field Education staff are available for consultation and assistance with concerns as needed. The Faculty Field Liaisons will notify the Office of Field Education in the event of any significant concerns and problems with either the student or the agency or if the issue cannot be resolved through the first two steps in the Field Problem Solving Process.

#### Policies for monitoring students in field (BSW and MSW):

- Faculty Field Liaisons will make a minimum of 1 scheduled visit to the agency each semester students are in field.
- Field Instructors will meet with students for a minimum of one (1) hour per week for supervision and monitoring.
- Faculty Field Liaisons will notify the Office of Field Education of any significant concerns or issues.

#### Procedures for monitoring students in field (BSW and MSW):

- Liaisons will have regular email and/or phone correspondence with Field Instructors and Task Supervisors to foster open communication so they can be informed if any problems or concerns arise.
- Faculty Field Liaisons will monitor student progress by reviewing weekly journals, field activity logs, process recording, Mid-Term Status Reports and through a check-in discussion with students during the weekly seminar.
- Field Instructors monitor student progress using the Learning Agreement.
- Field Instructors conduct weekly one hour field supervision meetings with students. Supervision may be individual or group, in person, or synchronous virtual.
- If a student has a separate Task Supervisor, the Task Supervisor will provide the day-to-day monitoring of students and communicate with the Field Instructor.
- Faculty Field Liaisons contact the Office of Field Education with concerns as soon

- as possible.
- The Student Performance Improvement Plan (SPIP) is a tool used to monitor student behavior and performance in field if concerns that are not improved through normal feedback from Field Instructors and/or Faculty Field Liaisons.

Criteria for monitoring students in field (BSW and MSW):

Students are monitored by the field supervisor(s) on the following behaviors:

- Social Work Values and Ethics-Student upholds the values and ethics of social work practice.
- Critical thinking-Student develops a learning agreement with field instructor/task supervisor and faculty liaison. Integrates classroom learning with the field experience. Works with enough clients so that the competencies in the course objectives can be met. Effectively works with a variety of clients and problem situations.
- Attendance-Student notifies supervisors of changes and conflicts with schedule. Reports for scheduled hours. Aims to avoid absences, no shows, tardiness and properly communicates with supervisors about any attendance-related issues.
- Self-Awareness-Student works towards personal and professional development. Utilizes critical thinking skills to develop and enhance self-awareness.
- Appearance-Student complies with the agency dress codes policy and appearance is professional and appropriate for the agency setting.
- Dependability-Student fulfills tasks associated with the position, meets deadlines and is available and present to meet the needs of clients and completes other work-related responsibilities.
- Initiative-Student takes initiative to seek out agency tasks and responsibilities. Demonstrates the ability to assess agency and client needs and works independently to address these needs.
- Comprehension-Student understands the roles and responsibilities of social workers employed by the agency. Understands expectations and requirements of their field placement position.
- Written and Oral Communication-Student effectively communicates in written and oral form with staff, supervisors, clients, field supervisors, professors, classmates and other people within the agency and school of social work. Presents clear and concise written documentation.
- Interpersonal skills-Student respects clients, agency staff members, supervisors, colleagues, and other people affiliated with the agency and school of social work. Sets and maintains professional and appropriate boundaries with other staff members and supervisors.
- Professional judgement-Student adheres to supervisor's guidance, is mindful, considers the NASW code of ethics, utilizes the field manual and always maintains a level of professionalism in behavior and attitude.
- Resourcefulness-Student is responsible for advocating for their own learning experience and informs their supervisor if they make mistakes. Completes assigned work on time. If there is a problem with meeting a deadline, negotiates the deadline with field instructor/task supervisor.
- Organization of work-Student keeps assigned space clean and neat. Informs field

instructors/task supervisors of field related course assignments in a sufficient amount of time to solicit their help should their help be needed to complete the assignment.

- If any unexpected concerns arise the Field Problem Solving Process will be followed.

### **Conflicts of Interest**

The NASW Code of Ethics states that “social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment” (NASW, p. 10). As a social work student, it is considered to be a conflict of interest to engage in a field placement in an agency where you and/or a family member have been a CLIENT and/or an EMPLOYEE. Thus, the Office of Field Education’s policy is that social work students may not be placed in an agency where they or a family member have worked, attended school, or received services such as medical care, mental health services, employment assistance or child welfare services. Since the School of Social Work does not specifically ask for such information, it is the responsibility of the social work student to inform the Office of Field Education of a potential conflict of interest AND to decline a field placement in which there is a conflict of interest. Students who interview and accept a field placement in an agency where they have a conflict of interest may be referred to the Admission and Retention Committee and may be delayed or not eligible to complete a field placement.

### **Criminal History**

The Office of Field Education cannot guarantee field placements for students with a criminal history. Ability to secure a field placement may vary depending on the number and type of convictions. In an instance where an appropriate field placement cannot be secured due to criminal history, completion of the degree requirements is not possible, and the student will not receive a social work degree.

### **Field Drug Screening Policy**

Students are advised to discuss concerns regarding current substance use with their Placement Coordinator. The Placement Coordinator will then advise the student on how this could potentially impact the field placement process and will provide students with appropriate resources to address any substance use issues. Some field placement agencies require drug screening of students placed with their agency. It is the student’s responsibility to inquire about drug screening requirements during the field placement interview with the agency. Of the agencies that require screening, some conduct the drug screening themselves and some agencies require that the student obtain their own screening and provide the agency and/or the Office of Field Education with the results. The Office of Field Education provides students with information about how to obtain their own drug screening upon request. Unless the field placement conducts the screening itself or chooses to pay for it, the student is responsible for the drug screen's cost.

- If the student fails the drug screen, the student needs to inform their Placement Coordinator.
- Impaired students are encouraged to seek assistance voluntarily and assume responsibility for their personal and professional conduct.
- The Office of Field Education will report the failed drug screen to the respective program director (BSW or MSW) and an Admissions and Retention Committee meeting will be scheduled.
- The Admission and Retention Committee will meet with the student to thoroughly



- assess the information related to the problem.
- The committee will determine the appropriate resolution and make recommendations as to whether the student will be referred to another field placement.

The length of this process may necessitate the student being delayed in completing the degree as scheduled.

### **Placement Process for BSW and MSW Students**

Once the Office of Field Education staff completes student interviews, they will begin the process of selecting appropriate field placement for each student. When a field placement opportunity has been assigned to a student, the student will receive an email referral. Once a student receives a referral, they may not request a change in field placement unless the Director of Field Education determines there is a significant reason to make a change. This referral will include agency contact information and interview instructions. Students are responsible for contacting the agency within 5 business days to set up an agency interview.

In the event that a student's interview with the agency is unsuccessful, the student should contact the Office of Field Education immediately to explore remaining alternatives. If a student has one unsuccessful referral, the Director of Field Education will be notified and then decide if the student should be referred to the individual's program director. The program director will decide if the student needs to be referred to the Admissions and Retention Committee to determine whether they will continue with a field placement at that time.

A change in field placement will not be permitted after it is initially approved. The only exception is if there are issues in the field placement which cannot be resolved. Requests for changes of field placement must involve active participation of the Faculty Field Liaison, but the final decision about termination and re-placement is made by the Director of Field Education. It is very difficult to develop an adequate learning experience for a student in a new field placement mid-semester. To ensure adequate learning, any changes in a student's field placement may require the student to begin their field hours over. As a result, a change in field placement may result in the need to make up hours, or a delay in the completion of the degree.

The student is required to complete the field placement as planned and approved until the last day of field, as outlined by the field calendar.

### **Field Education and Graduate Certifications**

The School of Social Work's Field Education Program conforms to the standards and guidelines of the Council of Social Work Education (CSWE) and sets forth the following policies and procedures. These policies and procedures serve as guidelines and reflect the common interest of all parties involved in field education activities.

Graduate certificates come in a variety of specializations within social work education. Many of the certification offerings require a field placement. In order for the student to be successful, students are required to communicate in writing to the Office of Field Education on their intentions of completing a graduate certificate.

Students may only select one certificate; multiple certifications are not allowed. During the application process for a field placement, students who choose to seek a specialized certificate should indicate their one intended graduate certificate and discuss this with their Placement

Coordinator at the time of the field interview. Then the Placement Coordinator will work to secure the specialized practice level field placement.

Once the field placement process has begun, students may not change or add a certificate. The field placement process begins after the field interview has been completed. There will also be no changes after the field placement has been assigned.

### **Student Availability for Field Placement (BSW and MSW)**

Field education is a significant time commitment for students, especially for those who plan to work while pursuing their degree. Students are required to complete their field placements during regular business hours (8 am to 5 pm) on weekdays. The program does not offer field placements that are solely on weekends or evenings. Weekend and after-hours field placements are extremely difficult to find as they require agencies to have appropriate supervision present and provide services outside of normal business hours. No field placement can be completed entirely during evening or weekend hours because it is essential that students participate in staff meetings and other normal agency activities that occur during the day. We also cannot guarantee a field placement that has a combination of both daytime hours and nighttime/weekend hours. Students who work full-time during regular business hours must be able to significantly flex their work schedule to accommodate a field placement.

The online MSW program class schedule is geared to meet the needs of both traditional students and non-traditional students including those who are working and students returning to school after long absences. Opportunities for part-time, online, and weekend courses, as well as negotiated employment-based field placements are the cornerstone of this commitment. Students who cannot do employment-based field placements will need to be available for field placements during regular business hours. This means that if students work a full-time job during regular business hours and cannot do an employment-based field placement, it will be necessary to take some leave to complete the 1,008 field placement hours (672 in the Advanced Standing Pathway). This may mean arranging to take personal leave, vacation, or working flex time in employment in order to be available 24 hours a week for a field placement assignment in a community agency. As soon as students start the online MSW program, we encourage them to have conversations with their supervisors about their upcoming educational journey. Because many students are in jobs where their education will benefit the agency and the clients they serve, supervisors have been willing to work with them on creating flexible and creative schedules. Many of our students accumulate their leave time to allow them to take some time off from their job to complete field placement hours. We advise students of strategies, like these, that have been successful for their predecessors.

### **Field Placements in Employment Setting (BSW and MSW)**

The School of Social Work Field Education program allows employment-based field placements on a limited basis for students in the BSW and MSW Field Education program who are already working in the field of social work.

Policies for field placements in employment settings:

- Field placement assignments must consist of tasks that have clear linkages to the social work competencies and their associated behaviors (professionalism and ethics, diversity, human rights and justice, policy, research, engagement, assessment, intervention, and

evaluation). Specialized practice field placement assignments must consist of tasks that have clear linkages to the specialized practice competencies and behaviors. This policy is applicable if the employment tasks and activities count towards the student's field hours and if tasks and activities are within the employment setting but not included in the student's job.

- Each student must have an appropriately credentialed and qualified Field Instructor.
- The employee's agency must sign an Affiliation Agreement with the ECU School of Social Work.
- Students who request a field placement in their employment setting must have an Employment-based plan approved by the Director of Field Education, student's employer, supervisor, and proposed Field Instructor.
- Students must be employed and actively working at the agency at least 90 days before the Field Placement begins.

To ensure the role of a student as a learner, student field assignments and supervision must consist of tasks that have clear linkages to the nine CSWE social work competencies and associated behaviors. Students who request a field placement with their employer must complete an Employment Based Field Placement Application (located in Appendix E) that clearly demonstrates how the field placement will allow the student to achieve the learning goals of the program and how the activities and tasks have a clear link to the competencies. This plan must be approved by the agency director and the Director of Field Education before the student's field placement can be approved.

#### **Ensuring Separate Assignments from Employment:**

Per the Field Education Manual, field assignments and responsibilities must be educationally focused and clearly described in the student's Learning Agreement. All students, including those in a field placement in which they are employed, are required to complete a Learning Agreement that links their field activities to the competencies and behaviors. For BSW students, field activities in an employment setting must be congruent with generalist practice. For MSW generalist practice students and MSW specialized practice students, field activities must be congruent with their particular levels. Employment activities may count towards required field hours as long as they have clear linkages to the nine social work competencies and related behaviors. Employment settings must also ensure opportunities for engagement, assessment, intervention, and evaluation of practice experiences at all five system levels (individuals, families, groups, communities, and organizations). Students are required to demonstrate this linkage when they complete the Employment Based Field Placement Application.

#### **Ensuring Separate Supervision from Employment:**

Supervision will follow the "Field Education Supervisory Guidelines". Each student must have a qualified Field Instructor, meaning they have baccalaureate or master's degree in social work from a CSWE-accredited program and 2-years post-social work degree practice experience in social work. If the student employee's current supervisor meets the criteria and is approved by the Office of Field Education, this person may serve as the Field Instructor but supervision for field must be separate from employment supervision. The student must explain in their Employment-Based proposal how this will be accomplished. For example, student and Field Instructor will meet every Friday from 1-2pm for field education supervision. The Field Instructor must meet with the student for educationally focused social work supervision for a minimum of one hour per week.

## 90-day Employment Requirement

To help ensure the success of the student intern, a student must be employed and actively working at the agency for a minimum of 90 days before the employment-based field placement begins. This limitation is necessary to conduct the field placement development and screening and to establish a contractual agreement with the agency. This time period also establishes that the employment is stable and will continue for the term of the field placement. Therefore, students should be aware that any change of employment within 90 days of the field placement, or during an field placement, may result in a need to extend, delay, or repeat the field placement. Once a student has been approved for an Employment Based field placement, the student is required to complete the field placement as planned and approved until the last day of field.

## Student Responsibilities

The School of Social Work regards the student as an adult learner, capable of identifying their learning needs and shaping the educational process. This philosophy is exemplified by the student's responsibilities within a field assignment. It is expected that any student entering the Field Education program should have completed all prerequisites and should have met the deadline for submitting a completed field application. Each student will have pre-placement field interviews with the Office of Field Education and with the field agency prior to beginning a field placement. Any student who may need special arrangements or accommodations to complete the Field Education Program should consult with their Placement Coordinator during their field interview.

The student's responsibilities include the following:

1. Update the Office of Field Education staff of any changes regarding your legal history prior to and during your field placement.
2. Prior to beginning the field placement, reading the Field Education Manual, and understanding the guidelines, policies, and procedures of the Field Education program.
3. Acting professionally and ethically. This includes but is not limited to adhering to the Code of Ethics of the National Association of Social Workers; maintaining confidentiality regarding clients, colleagues, and other students; giving priority to the rights and needs of clients over their own. This includes obtaining agency approval for the use of any case material, records, or pictures outside of the agency.
4. **Adhering to the ECU Student Code of Conduct. This includes refraining from the use of drugs, illegal substances and engaging in illegal activity involving drinking, such as no underage drinking, public intoxication, driving while impaired, and other behaviors restricted by the Code. Students should be aware that a positive drug screening could make them ineligible for the Field Education program. The Student Code of Conduct is found at: <http://www.ecu.edu/osrr/> .**
5. Assuming professional responsibility and appropriate accountability for assigned client services and other agency activities. This includes making the Office of Field Education aware of personal issues or situations which would pose a conflict of interest or be in violation of the practice of social work.
6. Taking initiative for their own learning including preparing a Learning Agreement which meets with the approval of the agency, Field Instructor, and the Faculty Field

Liaison.

7. Performing in a responsible, professional, and timely manner by abiding by agency policies and procedures. This includes keeping commitments to the agency, Field Instructor, clients, and the Faculty Field Liaison, engaging in an appropriate student role with the Field Instructor, and complying with policies and requirements of the agency.
8. Actively participating in weekly supervisory conferences with the Field Instructor; preparing an agenda, selecting, recording, or presenting material representative of work; sharing reactions and questions about the field experience and accepting feedback and supervision from the Field Instructor and Task Supervisor (if applicable).
9. Communicating regularly and openly with the Field Instructor and the Faculty Field Liaison about learning experiences and any problems and/or concerns related to the field placement. Taking responsibility for seeking advice and consultation from the Field Instructor and Faculty Field Liaison.
10. Completing and submitting an evaluation of the field placement agency and the Field Instructor at the end of the field placement.

### **Sharing Sensitive Student Information**

To help ensure a good learning experience for the student, while allowing field agencies to provide safe and competent services to their clients, open communication between all parties is essential. The field placement process is an open, collaborative process involving the student, the school, and the field agency. All relevant personal student information, written and oral, will be shared with all relevant parties—Office of Field Education, Faculty Field Liaison, and Field Instructor. This information will be shared to enable appropriate field placement, enable an informed choice by Field Instructors, protect clients, protect students, and facilitate the learning process. Students who choose not to share relevant personal information with their Field Instructor may be dismissed from field placement. The information may be shared by the school, or they may not be able to obtain a field placement. Faculty Field Liaisons may share relevant student information from field seminars with Field Instructors. It is expected that Field Instructors will share relevant information from field placement with Faculty Field Liaisons.

Students, Faculty Field Liaisons, and Field Instructors will have knowledge of the policy before the field placement process begins.

*Definition:* Relevance is defined as having the potential to **affect** the field placement. Information is relevant if it may affect clients, Field Instructors, Task Supervisors, agency staff or the learning process.

*Examples of relevant student information to be shared:*

1. Students interested in a field placement in the sexual assault program are encouraged to communicate about any personal experiences involving themselves or a family member dealing with rape, sexual assault, or any other traumatic sexual encounter.
2. Students interested in a field placement in a psychiatric hospital are encouraged to communicate about any personal experiences involving themselves or a family member being hospitalized for psychiatric illness.
3. Students who have an illness or disability that can affect their performance or field

placement responsibilities are encouraged to communicate how they will complete tasks associated with the position, along with accommodations the agency will need to provide to help them fulfill the roles and responsibilities of the position.

4. Students who are convicted of a felony should disclose this information.

### **Attendance in Field Education Placement**

Students are expected to have regular attendance in their field placement and observe agency hours and schedules. A few agencies may have some opportunities for limited evenings or extended hours. However, this must be worked out among the student, the Field Instructor, the Task Supervisor (if applicable), and the Faculty Field Liaison. Agency hours exclude travel to and from the agency. Students are expected to observe the agency's policy regarding lunch breaks.

Occasionally, agencies may need students to work virtually with clients or complete remote work from home. Remote work should only be permitted if the remote tasks mutually benefit the agency and the student's learning. If the field placement is exclusively virtual or remote, the agency must ensure the field placement activities provide adequate opportunities for direct human contact (face-to-face, virtual, and/or phone) and not simulations or avatars. Students are not able to request "remote only" field placements due to limited availability and the ability of agencies to change the format of service delivery. Any exceptions must be approved by the Office of Field Education. Field begins the first day of classes and ends on the last day of classes as stated in the university calendar. Students may not end field placements early even if minimum hours are completed.

Students will record hours on the Field Instruction Attendance Sheet and the Field Instructor or Task Supervisor will initial the hours weekly and sign off on the total hours at the end of the semester. Weekly supervision should be included in the field hours even if it takes place outside of the regular field time.

#### *BSW Students Required Minimum Field Hours:*

- Students complete a minimum of 448 field hours and are in field Tuesday-Friday, 8 hours per day, 32 hours per week, for 14 weeks. Hours are completed in a single field placement setting.
- Will receive credit for 8 field hours for the successful completion of assignments in the SOCW 4980 Pre-Field Capstone course. These hours are noted on the Field Instruction Attendance Sheet.

#### *MSW Students Required Minimum Field Hours:*

MSW In-person Full-Time and Online Part-Time Regular Pathway students complete a total of **1,008 field hours**. Students are in field for three semesters, 3 days per week, 8 hours per day, 14 weeks each semester. The breakdown of these hours is as follows:

- *SOCW 6940 Field Instruction I* is a one semester generalist practice field placement where students complete a minimum of **336 hours** of field work.
- *SOCW 6950 Field Instruction II* is the first semester of a specialized practice field placement where students complete a minimum of **336 hours** of field work in the fall semester of their last year in the program.
- *SOCW 6960 Field Instruction III* is a continuation of the same specialized practice field placement in the same agency from SOCW 6960 where students complete a

minimum of **336 hours** for the semester in the spring semester of their last year of the program.

MSW In-Person Full-Time and Online Part-Time Advanced Standing Pathway students complete a total of 672 hours of specialized field placement. Combining these 672 hours with the minimum 400 hours of generalist practice field placement hours required of undergraduate social work student results in a total of **1,072 hours**. Advanced standing students are in field placement for 2 semesters, 3 days per week, 8 hours per day, 14 weeks each semester. The breakdown is as follows:

- Advanced standing students are exempt from the MSW generalist field placement (SOCW 6940) as they completed a minimum of 400 generalist practice hours in their undergraduate programs.
- *SOCW 6950 Field Instruction II* is the first semester of the specialized practice field placement where students complete a minimum of **336 hours** of field work in the fall semester of their last year in the program.
- *SOCW 6960 Field Instruction III* is a continuation of the same specialized practice field placement in the same agency from SOCW 6960 where students complete a minimum of **336 hours** for the semester in the spring semester of their last year of the program.

## **Holidays**

The Field Education program schedule follows the university calendar. Students may observe all ECU holidays. Students should notify their agencies of any university holiday ahead of time.

**The field education calendar takes the time off for university holidays into consideration, therefore this time off does not need to be made up or reflected on the Field Instruction Attendance Sheet.**

In some situations, it may be necessary for students to adjust their schedule to fit agency holidays. For example, students placed in public schools and similar settings may need to take the Spring Break observed by the school or agency, rather than ECU's Spring Break.

If an agency is closed for a holiday that is not observed by the university, the student must make up those hours.

## **Absences**

Students are also expected to make up any hours they miss due to illness or personal circumstances. Absences must be reported promptly to the Field Instructor and the Faculty Field Liaison. The student must create a written plan approved by the Field Instructor and Faculty Field Liaison to address any extended absences.

## **Closings/Inclement Weather**

ECU social work field placements cover a wide geographic area in which the weather can vary greatly. Poor weather or emergencies are often localized and do not affect all field agency sites. Therefore, it is not possible to declare all field agency sites open or closed. Generally, students are expected to be in their field placement when the agency is open and other social workers are working. However, students should use good judgment about traveling in poor weather or other

conditions and should **never** risk their health or safety. If the student feels that it would not be safe to travel, they should contact their Field Instructor and Task Supervisor (if applicable) immediately.

If the agency is closed due to weather, public disasters or similar reasons, the student will receive credit for regularly scheduled hours and does not have to make up the time. If the agency is not closed, but the student is unable or unwilling to go, they will be required to make up any hours missed. However, there are times when the diversity of geographic areas, types of agencies, and other variables, may make it necessary to consider absences on a case-by-case basis.

**Exception:** If inclement weather or another public disaster results in a curfew, road closings or closings of the majority of agencies/services/public offices in the area of the student's residence, but not where the field placement is located, this will be treated as if the agency was closed for the same reasons. The student will receive credit for the hours missed under these circumstances.

Students are still responsible for notifying their Field Instructor and Task Supervisor (if applicable).

### **Liability Insurance**

The university provides malpractice and general liability for social work students who are enrolled in the Field Education program. This insurance does NOT cover auto, property, health, or other types of liability. *Malpractice* insurance protects and covers the student in cases of professional negligence or misconduct which results in mental or physical injury to a client. It is focused on the student's professional interactions with client systems. *General* liability insurance covers one for personal negligence or misconduct which results in injury to another. Examples are auto insurance, homeowner's insurance, and business (agency) insurance, which cover an individual or worksite for injuries occurring as a result of the failure to meet reasonable standards of care and conduct. Students are advised to carry automobile liability insurance, health insurance, and other coverage as they desire. ECU is not responsible for property damage to the student's vehicle, or personal injury to the student arising out of an incident in which the student is acting within the scope of their field placement and/or as an agent of the field placement agency. Also note that because students are not employees of East Carolina University while participating in the field placement, worker's compensation laws do not apply to them.

### **Transportation in Field Placement**

**To and from the Agency:** Students are responsible for their own transportation to and from the agency. Students are advised to carry automobile liability insurance coverage (see Insurance above).

**At the Agency:** Unless prevented by law or agency policy, it is expected that the agency will assume the expenses for all agency delegated activities that include travel. The School of Social Work does not reimburse field travel expenses. Furthermore, East Carolina University will not be responsible for property damage to the student's vehicle or personal injury to the student arising out of an incident in which the student is acting within the scope of their field placement and/or as an agent of the field agency.

**Transporting clients:** Students are sometimes asked to use their vehicles for field work business, e.g., transporting clients, making home visits, attending court or meetings. Students who use their own vehicles for transporting agency clients are advised to check agency policies pertaining to this practice, as well as to determine the extent of their own automobile liability insurance. Multiple points on a license may eliminate the possibility of driving an agency car when normally permitted



by an agency. Students should ask if the field agency has a vehicle or vehicle insurance to cover these activities. We encourage field agencies to reimburse for travel expenses incurred in a personally owned vehicle use for field agency related activities.

### **Dress in Field Education**

**For Interviews:** Office of Field Education and agency interviews should be handled like job interviews, which require appropriate professional attire. You will be presenting yourself as a professional from East Carolina University. How you dress will represent ECU and how you might represent the agency where you have your field placement. Business casual is appropriate for both the Office of Field Education interview and the agency interview.

**At Agency:** At your agency interview, ask for information regarding the appropriate dress for student interns. Avoid presenting yourself in any way that will be a distraction or takes attention away from meeting clients' needs. Due to the nature of various field placements, dress policies vary from agency to agency. **Follow agency dress policy!**

### **Supporting BSW and MSW Student Safety in Field**

The ECU School of Social Work feels safety of field students and clients is of the utmost importance. Field Instructors and Task Supervisors are provided training on safety of students during the Field Education Supervisor Workshop that is provided prior to students beginning in the agency. Agencies are encouraged to have policies regarding safety in the workplace and asked to provide students with safety information during the student orientation to the agency. BSW students are provided safety information as part of the Pre-Field Capstone course (SOCW 4980) during the fall semester before entering the Field Education program. MSW students receive field orientation the semester prior to entering the Field Education Program, where safety issues and concerns are addressed. In the first few weeks of field placements for all BSW and MSW generalist practice and specialized practice students, a Safety Review Checklist assignment (Appendix A) is completed to assess safety within the agency. Students should discuss any safety concerns they have with their Field Instructor, Task Supervisor (if applicable) and/or Faculty Field Liaison.

#### Policies for supporting student safety (BSW and MSW):

- Field Instructors will review agency safety policies and protocols as part of student orientation to the agency and reinforce to students on a regular basis.
- Field Instructors will provide students with information on potential safety issues with client population, building, environment, etc.
- Field Instructors will discuss methods of preventing violence by providing students with knowledge of precautionary measures, including alertness to possible danger signals about the immediate environment and behavior of clients.
- Field Instructors will advise students to assume responsibility for their own safety and to trust their feelings and intuition.
- Students should notify their Faculty Field Liaison if their concerns about safety begin to affect their learning process. The Faculty Field Liaison will then consult with the Director of Field Education.
- If an incident occurs in which a student is personally threatened or hurt, the field instructor should contact the student's Faculty Field Liaison immediately. The Director of Field Education should also be notified. The incident will be recorded, and the Faculty Field Liaison will meet with the student and the field instructor to

- assess the situation and the student's physical and emotional well-being.
- No student shall be solely responsible for an at-risk client (violent, suicidal, homicidal, etc.) without the required skill, experience, and support.
- ECU provides field students with professional liability and malpractice insurance for the duration of their time in field. All students registered for field education are covered in their field placement by the school's professional liability insurance, which provides coverage for up to \$1 million per student per incident and \$3 million in aggregate.
- Students are required to complete a safety assessment with their Field Instructor using the Safety Review Checklist during the initial weeks in their field placement.

Procedures for supporting student safety (BSW and MSW):

- BSW students are provided safety information as part of the SOCW 4980 Pre-Field Capstone course during the fall semester before entering field. Topics regarding safety for students include compassion fatigue, burnout, transference and countertransference, building and parking lot safety, transporting clients, home visit safety, working with challenging clients, and community safety. The Safety Review Checklist assignment is discussed, and all students are instructed to review the NASW Guidelines for Workplace Safety.
- MSW students are provided safety information as part of their required field orientation conducted by the Office of Field Education the semester prior to beginning their field placements. Topics regarding safety for students include compassion fatigue, burnout, transference and countertransference, building and parking lot safety, transporting clients, home visit safety, working with challenging clients, and community safety. The Safety Review Checklist assignment is discussed, and all students are instructed to review the NASW Guidelines for Workplace Safety.
- Field Instructors and Task Supervisors are educated on safety with students during the Field Education Supervisor Workshop conducted by Office of Field Education staff prior to students beginning in the field site. The Safety Review Checklist assignment is discussed including the expectation of field supervisors reviewing with students the checklist and agency policies regarding safety. All Field Instructors and Task Supervisors are asked to review the NASW Guidelines for Workplace Safety document.
- All field syllabi include information and resources for mental health services. Students are educated on burnout prevention, compassion fatigue, transference, implicit bias, self-awareness, specific safety concerns, and self-care during the SOCW 4980 Pre-Field Capstone course.
- The Director of Field Education should be consulted whenever safety is a concern.
- In the first few weeks of field placement, all students must complete a Safety Review Checklist assignment to assess safety within the agency. This assignment requires students to assess safety risks in the agency and discuss their findings with their Field Instructor during supervision. Students discuss any safety concerns they have with their Field Instructor, Task Supervisor (if applicable) and/or Faculty Field Liaison.

Criteria for supporting student safety (BSW and MSW):

- The agency maintains open communication between student, Field Instructor, and Faculty Field Liaison.
- The Field Instructor holds weekly supervision meetings where safety concerns and

protocols can be discussed.

- The program prioritizes safety by providing students and field supervisors of the following criteria regarding safety emergencies:

**In the event of a safety emergency:**

- Follow procedures of the field site to manage the immediate situation and report the incident.
- Get any needed medical care, notify, and debrief with your field instructor.
- IMMEDIATELY report the incident to your Faculty Field Liaison and the Office of Field Education (252-328-4211 or 252-328-5542 or 252-737-2859).

**When to report a safety emergency:**

- Any situation where a student is injured or witnesses an injury to a client.
- Any situation where a weapon is used to threaten or injure a student.
- Any other criteria for reporting per policy of the field site.

## **BSW and MSW Student Performance in Field**

Social work field placements are intensive learning experiences that provide both great learning opportunities and challenges. ECU's School of Social Work places over 200 students in field placements each year, and each field placement involves multiple persons and systems. It is understood that at times, issues may arise in a field placement even when all field placement procedures are followed, and all participants understand their roles. However, it is expected that field placement related problems will be addressed proactively, professionally, and in a timely fashion. Most problems, whether personal, academic, or administrative, can be resolved in a professional manner between the parties involved *if identified and acted upon early*. As soon as a potential problem arises, Field Instructors, Task Supervisors, and students should discuss the issues and together attempt to resolve them. The student must take the initiative and responsibility for their own learning and utilize the problem-solving model to work on resolving problems in the field placement. If informal problem-solving efforts are unsuccessful, formal corrective action will be required.

### **Preventing problems in field**

*The following is a list of practices that should be adopted and maintained to help prevent problems in the field.*

- Communicate openly and honestly. Field Instructors and Task Supervisors should monitor students and provide regular, constructive feedback that includes both strengths and weaknesses.
- Students must be open to feedback and supervision.
- Don't skip weekly supervision. Students are encouraged to prepare an agenda and take initiative in getting the supervision they need.
- Plan ahead.
- Read the field website and online Field Education Manual.
- Students should read all communication from the Office of Field Education, Field Instructors, Task Supervisors, and the Faculty Field Liaisons to be sure they meet their responsibilities and deadlines. If something is not clear, ask for clarification.
- Put sufficient time and effort into the development of the Learning Agreement to

ensure that it reflects the learning needs of the student and the agency opportunities. Student activities must be specific and measurable.

### **The Field Problem-Solving Process**

The following step-by-step process should be followed when issues arise in the field placement, regardless of the nature of difficulty. This administrative procedure must be followed for students to be afforded due process. Students who do not adhere to their specific responsibilities or who do not follow the procedure below may be administratively removed from the program.

1. The student should first talk to the Field Instructor and/or Task Supervisor about any issues or problems in the field placement. A student may choose to obtain advice from their Faculty Field Liaison before talking to the Field Instructor/Task Supervisor. Likewise, the Field Instructor and Task Supervisor should first address any problems or concerns directly with the student.
2. If the problems remain unsolved, the student or Field Instructor may request a meeting with the student, Field Instructor, Task Supervisor, and Faculty Field Liaison to develop a plan of action. This may include completing a Student Performance Improvement Plan (SPIP) as noted in the following section. The Faculty Field Liaison may consult with the Director of Field Education as needed.
3. If the problem is not resolved satisfactorily, the Faculty Field Liaison consults with the Director of Field Education or their designee from the Office of Field Education. They will gather information from all parties and determine the appropriate actions. This might include a meeting with the agency and/or student about remedial learning experiences, removal of student from the field placement, or referring the student to the appropriate program director to determine if convening an Admissions and Retention Committee is warranted.
4. When a student is referred to the Admission and Retention Committee, the committee will meet with the student to thoroughly assess the information related to the problem. The committee will determine the appropriate resolution and make recommendations to assist with achieving the determined outcome.
5. A written statement by the appropriate Program Director regarding the recommendations of the committee will be included in the student's program record and field education file.

### **Field Placement Termination**

Termination is considered when other attempts at problem solving have not resulted in resolution or significant improvement. The student, in communication with the Field Instructor and Faculty Field Liaison, must work together to professionally terminate the field placement. The Field Instructor is expected to submit a summary of the student's field experience to date, which is shared with the student and becomes a part of the school record. The student may submit a response to the evaluation. If a field placement is terminated due to the agency's inability to provide adequate learning experience, the student will be referred to another field placement.

If a field placement is terminated due to the student's behavior, the respective Program Director (BSW or MSW) will be notified, and an Admissions and Retention Committee meeting will be scheduled. The Admission and Retention Committee will meet with the student to thoroughly assess the information related to the termination. The committee will determine the appropriate resolution and make recommendations as to whether the student will be referred to another field placement. The committee may determine that the student does not meet the required ECU School of Social Work Technical Standards and is currently not eligible to receive another field

placement. The committee may also determine that the student must complete a Student Performance Improvement Plan (SPIP) prior to being eligible for a field placement referral.

The Office of Field Education selects and facilitates all new field placements. An interview with the potential new Field Instructor and agency is required. Information about the previous field placement is openly discussed. Students need to be aware that when a field placement is terminated, there are often delays in interviewing and starting a new field site. All missed hours must be made up, or the student will receive an "Incomplete" for the course. It may be necessary for the student to complete additional hours in the new field placement to make up for time or learning missed. The length of this process may necessitate the student being delayed in completing the degree as scheduled.

It is always preferable for the above process to be followed, to ensure a thorough consideration of all perspectives and to guarantee due process for students and agencies. However, there may be times when this is not possible.

### **By the agency**

The Agency has the right to terminate a student's field placement or exclude the student from the agency if the agency determines that the student is not performing satisfactorily, is interfering with the agency's operations, or may affect client services or safety. The student should be made aware of the intent to terminate and given the opportunity to respond prior to the release. In the event the agency elects to terminate a student, it shall immediately notify the Faculty Field Liaison and review the situation to provide the student with due process and assist in developing future plans. If the request is due to some severe or drastic failure on the part of the student, then it will be necessary to proceed with formal administrative measures.

### **By the student**

**Students may not terminate a field placement on their own** but must follow the problem-solving process described above. The Office of Field Education is responsible for approving all changes in field placements, including all terminations. Terminating a field placement is only done for compelling circumstances and in consultation with the agency and the school.

### **By the School**

The School of Social Work reserves the right to remove a student from a field placement and/or the program if, in the opinion of the faculty, the student lacks the maturity, judgment, or professionalism to function in the field of social work. If it is recommended that a student withdraw from field, they cannot be readmitted during that semester. The student must repeat the full semester, including a field experience, to graduate.

### **Performance-Related Field Issues**

Ethical behaviors are part of the requirements and standards for the social work field programs. Students are also expected to follow agency policies and procedures, and to conduct themselves in a professional manner, at all times. Failure to meet these expectations will be reflected in the grade for field and may result in other action being taken by the SOSW.

Professional behavior for social workers includes appropriate relations with clients, colleagues, supervisors, and coworkers including both written and face to face interaction. Social workers should be able to identify and modify their presentation to others, utilizing self-awareness and constructive feedback from others.

**Other issues that may arise:**

- **Unprofessional behavior** – Students who are repeatedly late, absent from the field placement and fail to properly notify an agency of their absences before they occur.
- **Attitude to Learning**—Students who are unable to utilize feedback, are persistently defensive or lack self-awareness.
- **Unable to develop helping relationships**—each profession is dependent on its practitioners possessing appropriate character attributes. Social work particularly requires the ability to empathize, project warmth, and develop trusting relationships with a wide variety of people. The inability to enable others to form close, trusting relationships with the social worker and to manage the intense emotional expressions which come from people in need may hinder social work practice.
- **Emotional or Mental Health issues**—Emotional and mental health issues may at times affect students’ ability to perform consistently in the field and have the potential to jeopardize client welfare. A pattern of such issues may indicate that it is not appropriate for the student to be in a field placement at that time.
- **Unprofessional Behavior/Violating Code of Ethics**—Unprofessional conduct or a breach of the NASW Code of Ethics may be deemed to be serious enough to terminate students’ field placement and the social work program.
- **Failure to Disclose or False Reporting**—The failure to disclose pertinent data or giving false information in applying for the Field Education program is grounds for termination from field placement and from their social work degree program. Pertinent data may include information about significant personal history that can affect the student’s ability to work with vulnerable populations. Giving false information may include omitting history and failing to disclose information about experiences that might impact your ability to be placed in certain environments. Any experience or personal matter, such as a conviction or past traumatic experience related to the work you will do in the field, must be disclosed to Office of Field Education staff at the field interview.

**Non-Performance - Related Field Issues**

At times, issues may arise in a field placement that are not related to student performance. These may include but are not limited to issues such as:

- Inadequate agency resources to support field placement.
- Learning experiences in the agency are too narrow.
- Misplacement error based on paper credentials of students and field placement.
- Agency reorganization.

The Field Problem Solving process should also be followed in addressing non-performance field issues.

**Student Performance Improvement Plan for Field Education**

### ➤ **When should you complete a Student Performance Improvement Plan (SPIP)?**

When students begin to fall behind in one of four areas:

- 1) Failure to submit assignments on time.
- 2) Failure to meet a minimum number of hours.
- 3) Failure to adhere to NASW code of ethics.
- 4) Failing to demonstrate CSWE competencies at an appropriate level.

Additionally, a SPIP should be created if a student's performance in field is leading to decreased learning opportunities, inability to progress in competencies, and/or termination from a field placement.

### ➤ **Who should be involved?**

The student, Field Instructor (FI), Task Supervisor (TS), and External Field Instructor (EFI) (if applicable), Faculty Field Liaison, and if needed, the Office of Field Education staff.

### ➤ **Where do I start?**

Steps for SPIP:

- 1) Concerns identified regarding the student's field education.
- 2) While at times it may be necessary to implement a SPIP immediately, whenever possible, a Pre-SPIP letter should be sent to the student before creating the SPIP.
- 3) Create a SPIP with the FI and student (create checkpoints with specific dates and modes (email, phone, etc.) of communication).
- 4) If necessary, consult with the schools administration to review the SPIP and make recommendations.
- 5) Obtain signatures on the SPIP document. Student is encouraged, but not required to sign the SPIP for it be enforced.
- 6) Document the SPIP and share with necessary faculty and University officials.
- 7) Document all communications and issues occurring with the student and agency.
- 8) If the student continues to meet SPIP requirements: Update documentation and notify required administration.
- 9) If the student is not meeting SPIP requirements or is dismissed from the agency, notify the appropriate Office of Field Education staff, and set up a meeting with the student and, if appropriate, the agency and modify the SPIP as needed.

### ➤ **What should the SPIP accomplish?**

- Clearly identify where the student is falling behind in the summary of practice concerns including examples with measurability.
- Utilize the CSWE competencies to identify where the problem lies, the goal and the objective/student responsibilities to master the competency.

## **Introduction & Purpose**

The School of Social Work (SOSW) at East Carolina University is committed to supporting students as they prepare to become professional social workers. This document describes the Technical Standards for Professional and Ethical Behavior that every Bachelor (BSW) and every Master of Social Work (MSW) student must satisfy in order to enroll in, progress through, and graduate from the Social Work program.

Because the SOSW is preparing students for careers as professional social workers and given the nature of professional social work practice to protect the clients and communities we serve, the SOSW has established requirements for student conduct that not only focus on academic performance, but also emphasize necessary skills, attributes, and competencies. These requirements apply within the traditional classroom setting, in field placements, and in the broader community context.

Becoming a professional is a gradual process. Thus, the Technical Standards for Professional and Ethical behavior articulate minimum expectations for students. If faculty or administrators have questions about whether a student is able to meet these Standards, the Admission and Retention Committee policy will be followed, and this document can be used as a guide to make a referral to the Committee. The full Admission and Retention referral process is outlined in the students' program manual.

A student can participate in the BSW and MSW programs as long as they are able to meet these standards with or without reasonable accommodation. Students who seek accommodations for disabilities should contact the University's Office of Disability Services ("DSS") as soon as possible. DSS will determine a student's eligibility for and recommend appropriate accommodations and services. DSS may be reached by 252-737-1016 or by email at <http://www.ecu.edu/cs-studentaffairs/dss/>.

## **Commitment to Non-Discrimination**

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

## **The Technical Standards are defined as:**

### **Communication**

Students must be willing and able to meet the following requirements:

- Clearly express ideas and feelings.
- Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication.
- Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role.
- Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar and spelling, and using APA and the SOSW-designated writing style.



- Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution as outlined in Curriculum Manual on page 48.
- Mastery of both written and spoken English is required at matriculation in the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

### **Physical and Cognitive Ability**

Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

- Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Competencies of Social Work Practice.
- Navigate the transportation to attend field and classroom requirements.
- Use the technology required to engage in practice and effective practice including, but not limited to, the use of computers, telephones, and agency databases.
- Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- Demonstrate the capacity to think critically and to apply effective problem-solving skills.

### **Emotional and Mental Stability, Management, and Regulation**

In accordance with the National Association of Social Workers' (NASW) Code of Ethics (SS 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program, as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

- Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments.
- Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals.
- Seek appropriate help when personal issues interfere with professional and scholastic performance.
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others.
- Possess the ability to integrate into practice constructive criticism received in both didactic and field settings.

### **Self-Awareness and Reflective Thinking**

- Students must be willing and able to meet the following requirements:
- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors

- affect their thinking, behavior, interactions, and relationships.
- Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice.
- Take responsibility for their own actions and consider the impact of these actions on others.
- Seek supervision and accept constructive feedback in a positive manner.

### **Respect for Diversity and Social Justice**

Social Work practice requires understanding, affirming, and respecting another individual's way of life and values. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation, as well as privilege and power. Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression.
- Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system.
- Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege.
- Approach differences with an attitude of humility and respect; acknowledging the importance of cultural differences in shaping life experiences.
- Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities.
- Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

### **Ethical Conduct**

Students are required to adhere to ethical conduct and decision-making, in accordance with the values, ethics, and standards established for the social worker profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Honor Code. Students must be willing and able to meet the following requirements:

- Adhere to a commitment to clients' rights to freedom of choice and self-determination.
- Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity.
- Maintain appropriate professional boundaries with colleagues, faculty, Field Instructors/Task Supervisors, staff, clients, and other professionals.
- Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary.
- Disclose any criminal conviction, plea of guilty, plea of no contest, plea of nolo contendere, Alford plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises.
- Disclose any discipline imposed by a state licensing board or the equivalent.

- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visuals materials for academic course work.

### **Interpersonal skills**

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals.
- Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship, and exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

### **Academic and Professional Standards**

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the Graduate School's requirements to remain in good academic standing and to continue in the program (i.e., cannot receive a grade of F or nine credit hours with a grade of L to remain in good academic standing). This includes following the policies and procedures of the University and the Graduate School (<http://www.ecu.edu/cs-acad/gradschool/Graduate-School-Handbooks-Manuals.cfm>).
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings.
- Follow the policies, procedures, and operating standards of the School of Social Work, the Graduate School, ECU, and the field placement agency.
- Ensure that appearance, dress, and general demeanor are appropriate to the context.
- Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments.
- Adhere to agency policies and practices through the learning process and supervision.

### **Unlawful Harassment or Discrimination**

East Carolina University is committed to equality of opportunity and does not discriminate against applicants, students, employees, or visitors based on race/ethnicity, color, creed, national origin, religion, sex, sexual orientation, age, veteran status, political affiliation, genetic information, or disability. More information about ECU's policies can be found at <https://oed.ecu.edu/policies/> or through the Office for Equity and Diversity at <http://www.ecu.edu/oed/>.

Unlawful harassment and discrimination are illegal and endanger the environment of tolerance, civility and mutual respect that must prevail if the University is to fulfill its mission. East Carolina University is committed to providing and promoting an atmosphere in which employees can exceed to their maximum potential in the workplace and students can engage fully in the learning process. Therefore, no acts of harassment or discrimination will be tolerated among any of the faculty, staff,

or students who comprise our academic community. Any allegations of harassment or discrimination will be promptly investigated, and appropriate disciplinary action will be instituted if allegations are substantiated.

Individuals with questions about unlawful harassment or discrimination should contact the Office of Equity and Diversity, Old Cafeteria Complex, Suite G 406, at 252-328-6804. More information can also be found at <http://www.ecu.edu/oed/>.

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). The Department for Disability Support Services (DSS) is responsible for ensuring that individuals with disabilities have access to reasonable accommodations and services.

Information is available at the DSS office located in Slay 138 or at <http://www.ecu.edu/accessibility/>.

Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services which can also be reached at (252) 737-1016 (Voice/TTY), or <https://dss.ecu.edu/student-requesting-accommodation/>.

## **Sexual Relationships**

The NASW Code of Ethics (1.09) advises social workers that they should “under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact” with their clients or family members and acquaintances of clients. The Code of Ethics also advises social workers that they should not engage in sexual activities with former clients or provide “clinical services” to people they engaged in sexual activities with (NASW Code of Ethics, p. 15). Students are expected to comply with these expectations and guidelines. The NASW Code of Ethics (2.06) advises that social workers “who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority” (NASW Code of Ethics, p. 19). Students are expected to comply with these expectations and guidelines.

Individuals are encouraged to avoid sexual relationships with colleagues that could result in a conflict of interest. (NASW Code of Ethics, p. 19). The NASW Code of Ethics advises that social workers “who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary to avoid a conflict of interest” (NASW Code of Ethics, p. 19).

Students and agency staff are expected to maintain professional relationships and avoid engaging in romantic and sexual relationships with each other. Students are encouraged to report any sexual harassment or related activity that makes them uncomfortable, exposes and subjects them to inappropriate sexual behavior, language or other verbal or physical harassment. Students should also avoid engaging in any sexual activities referenced in this section of the manual along with ensuring that they do not sexually harass peers, colleagues, clients, supervisors, educators, or field staff.

Sources: Social Workers' Ethical Responsibilities to Colleagues. *National Association of Social Workers Code of Ethics*. (Section 2) Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> |

Sexual Harassment and non-professional relationships. *UCF School of Social Work MSW Field Manual* (Section VII). Retrieved from [healthprofessions.ucf.edu/socialwork/wp-content/uploads/sites/13/2017/09/msw-field-manual-2017-2018-final-pdf.pdf](http://healthprofessions.ucf.edu/socialwork/wp-content/uploads/sites/13/2017/09/msw-field-manual-2017-2018-final-pdf.pdf), pp. 35-36.

## Section 3: Bachelor of Social Work Field Education Program

### The Generalist Perspective

Social work practice has been described as inherently generalist. According to the American Heritage Dictionary, a **generalist** is a person with a “broad general knowledge and skills in several disciplines, fields, or areas.” Thus, the term **generalist practice** and **generalist social worker** describes a social work practitioner who has a broad range of knowledge and skills, who draw on several practice theories and models, and who can move with minimal difficulty from one field of practice to another. The social worker utilizing the generalist perspective is willing and able to focus on a variety of factors that may contribute to problems in social functioning.

These include injustice; oppression; racism; poverty and the lack of basic resources; misuse of power by those in authority; misguided or unworkable programs and policies; conflicts among values and beliefs; ethical issues; broken relationships; distortions of thinking; lack of knowledge and information; destructive individual and family patterns; and alienation and loneliness.

The generalist social worker is prepared to work with a variety of client systems, such as the following:

- Face to face, one on one, with a single person
- A whole family
- A formed group such as a treatment or support group
- Committees or task groups
- A formal organization such as an agency or a network of agencies
- Legislators and policymakers

Social work, as an applied profession, requires an emphasis on planned practice as a vital component of the educational process. The field placement is intended to offer students opportunities to integrate and apply classroom learning to practice situations at all system levels. East Carolina University School of Social Work students at the baccalaureate level are required to spend 32 hours per week for the entire 14-week semester during the spring semester of their senior year in a single setting field placement under the supervision of a qualified Field Instructor. BSW students will complete a minimum of 448 hours in field during the final semester. No field education credit is given for life experience or previous work experience.

BSW students complete 12 credit hours in field education during their final semester. Students are placed in a human service agency under appropriate social work supervision for 8 hours a day, four days a week where they engage in generalist practice social work. This course requires attendance and performance in a concurrent weekly seminar where they will discuss both their own field experiences and general issues in the field.

Field placements are generally nonpaid. We encourage students to plan early for field placement. It is a time commitment of 32 hours a week in field, as well as a corresponding campus seminar weekly. We discourage students from working full time and doing field placement at the same time.

The primary aim of field education is to provide a context which students may integrate classroom learning with actual practice. During this time, students can begin to develop a professional identity, to understand both personal and professional values, and cultivate their intervention skills. Student client interaction must be in-person and not simulated clients or avatars although student learning experiences may be supplemented with simulations. Student client interaction must be in-person and not simulated clients or avatars although student learning experiences may be supplemented with simulations. Supplemental simulation or avatar learning experiences are not counted toward the minimum of 448 field hours in the BSW program. In-person contact includes contact with real clients and constituencies through remote access such as phone, video, Telehealth, and live online meetings and trainings.

To apply for the Field Education program students must have successfully completed Tier 1 courses in the BSW program and be enrolled in Tier 2 social work courses. Students apply to the Field Education program while taking the Tier 2 courses in the spring semester of their junior year. The Director of Field Education reviews student grades and records at the completion of the Tier 3 courses at the end of the fall semester of students' senior year to ensure successful completion of the BSW program requirements to be accepted into the BSW Field Education program.

The BSW Program Director will notify the Director of Field Education of any student in their program who does not meet the criteria for application to field.

**To be admitted to the BSW Field Education program, students must:**

1. Have been admitted to the BSW program.
2. Have a minimum 2.5 GPA overall and a grade of C or better in all social work courses.
3. Have their completed field application packet approved by the Director of Field Education. A completed field application packet includes a complete application, current resume, photo, and acknowledgment on the application of agreeing to follow the NASW Code of Ethics; having read the Field Education Manual; adhering to Student Code of Conduct; agreeing to follow all policies of field placement agency; and additional acknowledgments.
4. Complete all course prerequisites to field with a grade of C or better.
5. Meet the ECU School of Social Work Technical Standards for Professional and Ethical Behavior.
6. Successfully complete the two-step field interview process with first, a field Placement Coordinator and second, the field placement agency. Successful completion of the interview is indicated by the student returning the Field Assignment form (located in Appendix G)
7. Complete the HIPPA training and quiz with a score of 80 or better.

If a student is deemed ineligible for field, they will be referred to the BSW Program Director. If the student disagrees with this determination, they can follow the grievance policy of the respective program.

**Process for Implementing Criteria for Admission to BSW Field Education Program**

In the BSW program, the BSW coordinator conducts a BSW program orientation at the beginning of the first semester in the social work program. The Office of Field Education meets with the students during this orientation to discuss the importance of meeting the GPA requirement before students may enter field. The social work academic advisor will also monitor student's GPA's and

discuss any concerns during advising meetings. If a student at the end of their junior year is at risk of not meeting the GPA criteria to be admitted to the BSW Field Education program, the social work advisor will work with the student to develop a plan to assist the student to meet the needed criteria or discuss the student's alternative options. If a BSW student does not meet the 2.5 GPA requirement by the end of the fall semester of their senior year, they will not be eligible to receive a field placement. In this circumstance, the student will be presented with alternative options, such as exploring a University Studies major with a concentration in social work, as the GPA requirement is lower, and they are not required to complete a field placement.

Student may be deemed ineligible for field due to grades, inability to meet the technical standards, or failure to complete any of the above criteria. The BSW Program Director will notify the Director of Field Education of any student who does not meet the criteria for admission to field. At the completion of the fall semester of students' senior year (Tier 3) the Director of Field Education checks final grades and GPA.

Only those students who have met all criteria noted above are admitted into the BSW Field Education program by the Director of Field Education. If the student disagrees with this determination, they can follow the grievance policy of the BSW program.

## **BSW FIELD EDUCATION SEMINAR**

Experiences in the world of practice become the testing ground for the skills, knowledge, values, and cognitive and affective processes learned in the classroom. The field seminar assumes a critical role in the student's field experience, focusing on the relationship between agency-based practice and the rest of the curriculum. This integrative field seminar serves a variety of purposes, including the development of professional orientation and role, identification of potential conflicts between personal and professional values, recognition of possible obstacles to professional development, and the application of acquired knowledge, skills, and intervention strategies to practice situations.

The field education seminar emphasizes what students learn from each other and provides peer group support. It offers an opportunity for discussing and attempting to resolve difficulties.

### **Expectations**

***Class attendance:*** The seminar will meet each Monday for two hours for the entire semester of the field placement. Seminar sessions cannot be replicated, and therefore cannot be made up. Regular attendance is mandatory and unexcused absences, or a pattern of tardiness will jeopardize the student's field grade and possibly receipt of credit for the field experience. Under extenuating circumstances, an absence may be excused by the Faculty Field Liaison. Under no circumstances should a student simply not come to seminar or send word via another student.

***Class Participation:*** Because seminar students work as a group, it is important to the group development that students be prepared to exchange critical and creative input about the field experience. Students are expected to bring in issues from their field experience for discussion. Problems, dilemmas, fears, successes, and positive experiences are equally welcome. Emphasis will be placed on self-awareness and student's growth in professional identity.

***Field Attendance:*** Students are expected to participate in an assigned field placement 32 hours per week. Both the Field Instructor and the Task Supervisor (if applicable) are to be notified in the

event of an unavoidable absence, prior to the absence. All absences from field are to be made up.

Students will follow the university calendar for the semester, however, when possible, students are encouraged to be flexible to meet the needs of the field placement. Students keep track of attendance hours on the Field Instruction Attendance Sheet that can be found on the ECU SOSW Field webpage. This time sheet must be initialed by the on-site field supervisor (Field Instructor or Task Supervisor) weekly. If a student misses field more than 2 days in a row, the Faculty Field Liaison should be made aware.

**Confidentiality:** Students are required to maintain rules of confidentiality about clients, disguising any identifying data in both seminar discussions and in written work. HIPAA and NASW guidelines regarding confidentiality will be followed. Students must also maintain confidentiality about other students, and anything shared in field seminar.

## **BSW SEMINAR ASSIGNMENTS**

**Journal:** Students are expected to keep a journal of activities in field placement. This journal serves as a tool for the student and the Faculty Field Liaison to use in evaluating the student's practice. There should be an entry for each week spent in the agency, in which the student summarizes the significant activities. Students should include both positive and negative impressions.

**Learning Agreement:** During the first three weeks of field placement, students are expected to develop a behaviorally specific Learning Agreement with measurable goals. The individual Learning Agreement specifies the tasks to be completed, specific goals based on the individual student's learning needs, and the manner in which goal attainment will be measured. Activities on the Learning Agreement must align with the 9 CSWE competencies. The 5 system levels (individuals, families, groups, communities, and organizations) will be demonstrated in competencies 6-9. Activities are not required to be evenly distributed among the system levels. The Learning Agreement promotes adult learning and is a means for evaluation of completed objectives. This agreement is negotiated with the Field Instructor and is reviewed by the Faculty Field Liaison to ensure appropriateness, mutual understanding, and expected success.

Evaluation is an important part of field work experience. It provides feedback to students on their performance in the agency setting. The purpose of evaluation is to assist students in extending their skills and knowledge through understanding areas of strength and through identifying areas which need improvement. Students are seen as active participants in the evaluation process. The document developed for the Learning Agreement is the primary evaluation instrument for the field placement experience. At the beginning of the semester, the student and the Field Instructor will use this form to develop the agency-based assignments. At the mid- semester Field Instructors and Task Supervisors will use the Mid-Term Status Report to evaluate student progress. At the end of semester, the Learning Agreement is used as an evaluation tool. The Learning Agreement includes a Likert Scale ranging from unsatisfactory to outstanding for each behavior within every competency. Field Instructors score students on each behavior using the scale. Field Instructors and Task Supervisors also complete individual qualitative evaluations of students' strengths, challenges and areas of growth, accomplishments, and general performance.

Field Instructors and Task Supervisors are also able to provide any additional information regarding evaluating student performance.



BSW students must earn a grade of “C” or better to successfully complete SOCW 4990 Field Education and Seminar Generally, a grade of “C” is not viewed favorably by the practice community.

**Presentation/Discussion:** Each student will have the opportunity to present on their field agency. This will be a twenty-to-thirty-minute presentation in the field seminar. This presentation will provide a foundation for future class discussion about student experiences and facilitate understanding of social work practice in a variety of settings.

**Process Recording:** The student will complete one or more process recordings during the semester. Process recording can be both an effective way of monitoring student interactions with clients and a powerful teaching tool. Detailed instructions for the generalist Process Recording are available on the Field website under “BSW FIELD”, or from the Faculty Field Liaisons.

**BSW Self-Assessment:** Students will assess their competency in social work skills, knowledge, and practice at the beginning and end of the field placement using the BSW Self-Assessment. This form is also available on the SOSW Field Education program webpage. The first assessment will be used to set personal learning goals and create the Learning Agreement. Students will reevaluate themselves at the end of the semester, to assess their progress and identify ongoing learning goals. A copy of the completed Self-Assessment will be turned in to the Faculty Field Liaison at the end of the field placement.

**Field Activity Log** Students will keep an activity log of the specific tasks and activities they complete while at their field placement and record them under one of the 9 corresponding CSWE competencies. The activities must reflect at least some experiences from each of the 5 system levels. Students will complete the Field Activity Log for both the Mid-Semester and Final Evaluations. The Field Activity Log should be signed by the Field Instructor and Task Supervisor (if applicable) and submitted to the Faculty Field Liaison.

**Weekly Supervisory Meeting Agenda** Each week students will provide the Field Instructor with a typed copy of a supervisory agenda to be turned in weekly to the Faculty Field Liaison. Each agenda must include at least 2 items for discussion that have direct linkages to the CSWE competencies. The competency must be noted on the agenda beside the corresponding agenda item.

### **Sample Topics for Seminar Discussions and Journals**

1. What is the history of the social work profession in your field placement agency? How many people have social work degrees? What are the basic issues faced by the social workers in your agency?
2. What does “professional use of self” mean in the social work profession, and how will you use this in your field placement?
3. Values are important to practice. What have you discovered about your own prejudices that could be detrimental to professional practice? What examples of prejudice (ageism, sexism, racism, etc.) have you identified in your agency?
4. Bring to seminar a process recording of one of your interviews with clients, with names and identifying data disguised. Be sure to include a statement of the purpose of the interview and a brief description of the client and problem. Consider what you might have done differently in this interview.
5. Draw a genogram for a client. Demonstrate your understanding of the bio-psycho-social variables that affect individual development and behavior.

6. In what ways does your Field Instructor assist you in the development of your practice skills? What specific practice skills do you or will you use most often?
7. You have learned that a generalist practitioner applies many intervention methods. How have you used the general method in your work with client systems to this point?
8. Analyze the impact of social policy on the client system with which you are working and your choice of interventions. What are the impacts of policy on the agency and the workers of the agency?
9. Variables of human diversity may be influenced by discrimination and oppression. Choose one of your cases and discuss how you used this knowledge to establish goals which reflect an understanding of social and economic justice.
10. Discuss the opportunities you have had in your field placement to understand groups, organizations, and communities.
11. You have communicated with a variety of people while in your field placement. How do you use your communication skills differently with different people?
12. Describe situations in which you assumed any five of the social work roles (investigator, data manager, evaluator, planner, consultant, broker, change agent, administrator, resource provider, teacher, advocate, mobilizer of resources, caregiver, other?) Did the rural/urban context influence the type of roles or the way you behaved in the roles you assumed?
13. Social work practice often requires us to work with special populations. What populations do you work with? What forces can you identify that keep these people in a disadvantaged position and how could you function as a change agent within this system?

## **BSW Learning Agreement and Evaluation**

### **Instructions**

The Learning Agreement serves as a learning plan and an evaluation instrument. At the beginning of the semester, the student and Field Instructor and/or Task Supervisor use this form to design agency-based assignments. At agency field visits and for the final field placement evaluation, this form is used as an evaluation instrument. Field Instructors, Task Supervisors (if applicable), students, and Faculty Field Liaisons all receive copies of the completed Learning Agreement that outlines the activities students will complete to satisfy each of the 9 CSWE competencies and the 31 associated behaviors. This ensures all parties have the same information regarding the students' learning plan.

### **Preparing the Learning Agreement:**

1. Read the instructions on pages 1 and 2 and complete the information on page 3.
2. At the beginning of the seminar, the student will review the competencies and prioritize their individualized learning needs, using their BSW Self-Assessment.
3. Once at the agency, the student, Field Instructor and Task Supervisor (if applicable) review the competencies, the agency's opportunities, and the school's suggested assignments. After reviewing all the information, write the agency-based assignments the student will do in the box provided.
4. During the second or third week of field placement, the Faculty Field Liaison will review the learning contract with the student.
5. During the seventh or eighth week of field placement, the Faculty Field Liaison will

schedule a field agency visit with the student, Field Instructor and Task Supervisor (if applicable). The purpose of the field visit is to review the student's progress in field, discuss the tasks and activities the students has completed, and discuss the plan for meeting the remaining goals and activities on the Learning Agreement.

**Please have a copy of the Learning Agreement for each person attending the field visit!**

**The Final Placement Evaluation:**

1. At the end of the semester, the Field Instructor scores the student's progress for each competency directly on the Learning Agreement. The Field Instructor should request feedback from any Task Supervisors who worked with the student. Afterwards, both the Field Instructor and Task Supervisor will write a narrative summary on the student's strengths, areas for improvement, and overall performance on the final pages of the document.
2. The student will submit the completed Learning Agreement evaluation to the Faculty Field Liaison who will use this evaluation to contribute to the student's final grade for SOCW 4990 Field Instruction and Seminar.

**Grading**

Field Education field placements are required classes for graduation from the social work program. A student's grade for the field class is determined by the ECU Faculty Field Liaison with input from the Field Instructor and any Task Supervisors' evaluations. A grade for this class is based on several components including not only the field placement, but participation in the field seminar and other assignments.

BSW students must attain a grade of C or higher in SOCW 4990 Field Education and Seminar, (see the BSW grading scale below). A student may receive an "I" (Incomplete) in SOCW 4990 when the student is passing the course, but for reasons beyond their control, have not completed a relatively small part of the course requirements. Appealing the grade given for the Field Education and Seminar course shall occur in the same manner as any other grade appeal through the BSW program. For grade appeal processes, see the BSW Student Handbook.

**BSW Grading Scale**

Grade	Quality Points	7-Point Scale
A	4.0	97-100
A-	3.7	93-96
B+	3.3	91-92
B	3	87-90
B-	2.7	85-86
C+	2.3	83-84
C	2	79-82
C-	1.7	77-78
D+	1.3	75-76
D	1	72-74
D-	.7	70-71
F	0	Below 70

## **Section 4:**

# **Master of Social Work Field Education Program**

### **The Master of Social Work Concentration**

The Master of Social Work program has a single concentration, Clinical-Community Practice from a Relational Perspective. It blends long established social work values and methods with contemporary ways of understanding and working with individuals, communities, and other groups in our context. The program is built on the idea that experience is based in relationships and that self-determination is also a relational matter. That is, all actions are set in the context of multiple relationship networks, rather than being independent of them. The MSW curriculum introduces students to the Clinical-Community Practice from a Relational Perspective and guides their development through the program.

### **MSW Field Education**

Field Education is an integral component of social work education anchored in the mission, goals, and educational level of the program. The field placement provides an opportunity to apply and integrate the knowledge, skills, values, and cognitive and affective processes of social work practice learned throughout the curriculum. In this process, the student is engaged in experiential learning, which requires them to integrate cognitive learning, professional values, and use of self to enhance skill and critical analysis of social work practice.

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

It is through the Field Education program that students are exposed to an affirmative approach to human diversity centered on universally accepted values and goals of social work, including the support of diversity, the uniqueness of the individual, the concept of interdependence, and the commitment of serving. Giving attention to prevalent themes in human diversity and supporting the strengths of the minority culture enhances learning opportunities for and builds a foundation upon which students can master new learning.

The MSW program includes two field education placements, the generalist practice field placement, and the specialized practice field placement. The generalist practice field placement is a one semester field placement. The specialized practice field placement is a two semester, sequential field placement in which the student remains in the same agency for both fall and spring semesters. This two-semester field placement provides the opportunity for the MSW student to develop specialized practice skills and in-depth knowledge of the practice area. Students are placed in selected agencies under the supervision of an experienced MSW social worker for 24 hours a week, 336 hours each semester. Full-time, Regular Pathway students typically are in field placement Wednesday through Friday, 8 hours a day during the spring semester in the first year and the fall and spring semesters in the second year. Night and evening field placements are not available, and field placements are not paid. The Online Part-time, Regular Pathway students complete their generalist practice field placement in the fall semester of their second year. Online

Part-time Regular Pathway and Online Part-time Advance Standing Pathway students complete the specialized practice field placement in the fall and spring semesters of their third year. Field placement hours may vary for Online Part-time students, but they must complete 336 hours each semester. In addition to time in the field placement, students attend a weekly field seminar throughout the semester. Students in the Full-time Advanced Standing Pathway (1 year) program have completed at least 400 hours of field during their BSW education, therefore are required to complete only the specialized practice two semester field placement during the fall and spring semesters. Full-time Advanced Standing Pathway students are in their field placement Wednesday through Friday, 8 hours per day for 336 hours each semester. Student client interaction must be in-person and not simulated clients or avatars although student learning experiences may be supplemented with simulations. Supplemental simulation or avatar learning experiences are not counted toward the minimum field hours in the MSW program (1,008 for the in-person Full-Time and online Part-Time Regular Pathway students; 672 for in-person Full-time and Online Part-time Advanced Standing students). In-person contact includes contact with real clients and constituencies through remote access such as, phone, video, Telehealth, and live online meetings and trainings.

### **MSW Field Education Learning Objectives**

The field placement goals can be delineated as a series of learning objectives and sub-objectives that will guide the student, Field Instructor, and Faculty Field Liaison in developing the Learning Agreement. The expectations that are developed around each objective (and the activities that may be used to achieve it) depend on whether the student is in the first or second year of field education and the professional experience that they may already have.

The intent of the *generalist practice* field placement is to help students apply knowledge acquired in the classroom and develop skills through beginning practice and exposure to multiple social work roles and approaches to practice. At the end of the first field placement, students are not yet fully trained professionals but have started the process of professional development and have a base on which to build the second year.

In the *specialized practice* field placement, students should have the opportunity to use specialized skills, concepts, and theories. The aim is to provide practical experience in the application of the theory and skills acquired in all the generalist areas and at all system levels. Objectives and activities are planned that will challenge their current capabilities and experience with linkages made between the professional generalist content and specialized content.

### **Field Placement Sequences**

Generalist Year - SOCW 6940 Field Instruction I (Advanced Standing Pathway students are exempt from this course)

During the first year, students receive an Introduction to Field presentation from the Office of Field Education.

- Full-time, Regular Pathway students take SOCW 6940 Field Instruction I where they complete the generalist practice field placement, during the spring of the first year.
- Part-time Online (Distance Education) Regular Pathway students (3 year) MSW program

take SOCW 6940 Field Instruction I where they complete the generalist practice field placement during the fall of the second year.

The generalist practice MSW field placement serves as an introduction to various social work methods used in direct work with clients and indirect methods within larger systems. Students participate in field seminars conducted by a Faculty Field Liaison as part of the SOCW 6940 course.

### Specialized Year – SOCW 6950 Field Instruction II and SOCW 6960 Field Instruction III

During the specialized practice field placement, in the final year of the program, students complete two semesters in the same setting that provides opportunities for graduate level social work practice within all five system levels (individuals, families, groups, communities, and organizations). Students participate in field seminars conducted by Faculty Field Liaisons as part of the SOCW 6950 and SOCW 6960 courses.

### **Application and Admission Process to MSW Field Education**

To apply for the MSW Field Education program must have successfully completed any prerequisite courses. The Director of Field Education reviews student grades and records at the completion of the semester prior to entering the field placement to ensure successful completion of the MSW program prerequisites to be accepted into the MSW Field Education program.

- In-person/Face-to-Face/Traditional Program Option: MSW Full-time Regular Pathway and Full-time Advanced Standing Pathway student apply upon entering the MSW program.
- Online (Distance Education) Program Option: MSW Part-time Regular Pathway students apply to the Field Education program during the spring semester of their first year.
- Online (Distance Education) Program Option: MSW Part-time Advanced Standing Pathway students apply to field during the spring semester of their second year.

The MSW Program Director will notify the Director of Field Education of any student in their program who does not meet the criteria for application to field.

*The application process is comprised of the following:*

- Attend the Introduction to Field Education presentation.
- Submit a completed Field Application through email to the Office of Field Education.
- Submit current resume with the Field Application.
- Director of Field Education reviews student application and resume and assigns a field Placement Coordinator.
- Students interview with their designated Placement Coordinator to discuss their interests, learning needs, limitations/barriers/conflicts of interest, location preferences, special requests, and any other relevant information. Students may have any questions answered by the Placement Coordinator.
- Office of Field Education staff meet to discuss each student and their interests and needs to determine an appropriate fit for a field placement.
- Placement Coordinator communicates with an agency on behalf of the student to request field placement. Student's resume is sent to the field agency.
- Once agency agrees to interview student, the Placement Coordinator sends the student an email referring them to the agency and providing the student with instructions on how to set

up the agency interview.

- Student contacts agency to set up an interview.
- Upon successful student interview with the designated field agency, the student returns the Field Assignment form to the Office of Field Education. This confirms the student's field placement.
- All field site prerequisites or onboarding (such as criminal background check, drug screening, immunizations, TB testing, etc.) must be completed by the student before they can begin their field placement.

*To be admitted to the MSW Field Education program, students must:*

- Be a current student in the MSW program.
- Remain grade eligible for the MSW program and cannot earn more than one C to receive a field placement.
- Have their completed field application packet approved by the Director of Field Education. A completed field application packet includes a complete application, current resume, photo, and acknowledgment on the application of agreeing to follow the NASW Code of Ethics; having read the Field Education Manual; adhering to Student Code of Conduct; agreeing to follow all policies of field placement agency; and additional acknowledgments.
- Meet the ECU School of Social Work Technical Standards for Professional and Ethical Behavior.
- Successfully complete the two-step field interview process with first, a field Placement Coordinator and second, the field placement agency. Successful completion of the interview is indicated by the student returning the Field Assignment form to the Office of Field Education.
- Complete the HIPPA training and quiz with a score of 80 or better.

When students meet all the above criteria, they will be admitted into the MSW Field Education program.

If a student is deemed ineligible for field, they will be referred to the MSW Program Director. If the student disagrees with this determination, they can follow the grievance policy of the respective program.

#### Process for Implementing Criteria for Admission to Field Education Program

In the MSW program, the MSW Program Director provides online MSW orientation modules for students to complete prior to starting the MSW program. The Office of Field Education includes a Field Education program module in this orientation to provide information on the requirement for admission to the Field Education program. As long as students remain grade eligible to continue in the MSW program, they are also grade eligible for admission into the Field Education program.

Students may be deemed ineligible for field due to grades, inability to meet the technical standards, or failure to complete any of the above criteria. The MSW Program Director will notify the Director of Field Education of any student who does not meet the criteria for admission to field. At the end of the semester prior to students beginning their field placements, the Director of Field Education checks student transcripts to confirm grade eligibility.

Only those students who have met all criteria noted above are admitted into the MSW Field

Education program by the Director of Field Education. If the student disagrees with this determination, they can follow the grievance policy of the Graduate School.

### **MSW Learning Agreement**

The field education Learning Agreement is designed to help the student, Field Instructor, and Task Supervisor (if applicable) identify learning activities that will help the student gain proficiency in the competencies and progress toward their personal learning goals. The Field Instructor and Task Supervisor can help identify educational opportunities (cases, projects, meetings, etc.) that are appropriate for the student's current objectives and professional skills. The Learning Agreement can be modified as objectives are achieved, new needs emerge, or additional field experiences become available. Each semester students prepare and update the objectives statements on their learning agreement to reflect the focus of the first/second year field placement.

Developed by the student in consultation with the Field Instructor and the Faculty Field Liaison, the Learning Agreement makes explicit what the student's learning focus will be. It is not only the plan for the field placement, but also serves as the main tool for evaluating the student's progress towards meeting their field learning objectives. Taking the time to clarify performance expectations for the objectives in the beginning of the field placement can help avoid misunderstandings at the final evaluation.

To begin the process, the student completes the MSW Self-Assessment. The student should discuss this assessment of their beginning skills and learning needs with the Field Instructor. The Field Instructor's observations and ideas will help the student develop the first draft of the Learning Agreement. Once the draft is complete, the Learning Agreement is submitted to the Faculty Field Liaison for approval. For each semester in field, three copies of the Learning Agreement are made: one for the student, one for the Field Instructor, and one for the Faculty Field Liaison.

### **Writing Learning Objectives**

Using clearly written learning objectives in the Learning Agreement adds structure to the student's field experiences, helps to individualize the experience, and makes the evaluation process easier. A well-stated learning objective is content specific and focuses on the performance expected of the student. It answers the questions:

- What is the purpose of the activity? Will it give the student an opportunity to develop the competency or achieve the learning goal?
- Is the activity specific and measurable, that is, how will you know when the learning goal / competency been achieved?

See the Learning Agreement for additional help and examples of specific, measurable learning objectives.

### **Grading (MSW)**

Field Education field placements are required classes for graduation from the social work program. A student's grade for the field class is determined by the ECU Faculty Field Liaison with input from the Field Instructor and any Task Supervisors' evaluations. The grade for the course includes student performance in the field placement, performance in the field seminar, and seminar assignments. Sixty percent of the grade comes from the field placement and forty percent from seminar participation and assignments.



MSW students in field instruction courses, SOCW 6940, SOCW 6950, and SOCW 6960 must attain a grade of B or higher. Given that these courses are 6-credit courses, if a grade of “C” is earned in MSW field instruction course, the student may be ineligible to continue in the MSW program. (See the MSW grading scale below).

A student may receive an “I” (Incomplete) in a field education course when the student is passing the course, but for reasons beyond their control, have not completed a relatively small part of the course requirements. The MSW Field Instruction II SOCW 6950 class is offered in the fall and is a prerequisite for Field Instruction III SOCW 6960 offered in the spring. All Field Instruction II SOCW 6950 course requirements, including but not limited to field placement hours and seminar assignments, must be completed before a student can begin Field Instruction III SOCW 6960. Since there is limited time to resolve an “I” grade between fall and spring semesters, it is important that MSW students make every effort to complete all requirements of SOCW 6950, including all field hours, by the end of the fall semester.

Appealing the grade given for a field education course shall occur in the same manner as any other grade appeal through the MSW program. For grade appeal processes, see the ECU Graduate School appeal process.

### **MSW Grading Scale**

A	93-100
B	85-92
C	77-84
F	Below 76

### **MSW FIELD SEMINAR ASSIGNMENTS**

**MSW Self-Assessment:** This assignment is designed to help the student identify their strengths, their individual learning needs, and to self-evaluate their learning development. Students will do a Self-Assessment at the beginning of the semester and use this information in designing their individual Learning Agreement. At the end of the semester, students complete the final Self-Assessment to assess their progress.

**Journals:** Self-reflection is important to the professional development of all social workers, as it helps us gain self-awareness, and evaluate and improve our practice. For the field courses, students will keep weekly journals in which they will reflect on their experiences in the field, their thoughts and feelings about these experiences, use reflection and critical thinking to evaluate their professional performance, and how they can improve their practice. In order to maintain confidentiality, please alter client and colleague identities.

#### **Agency Presentations:**

**SOCW 6940-** Students will present on their field agency. This will be a 15 to 20-minute presentation in the field seminar. This presentation will provide a foundation for future class discussion about their experiences and facilitate students’ understanding of social work practice in a variety of settings.

**SOCW 6950-** Students will present on the service delivery process of their field agency. This will be

a twenty-minute presentation in the field seminar. This presentation will provide a foundation for future class discussion and will facilitate the student's understanding of the planned change process in a variety of settings.

**SOCW 6960-** Students will select a client system case where they conducted all phases of the change process and develop a 20–30-minute presentation for the class. In the presentation, students will do an analysis of the case detailing what they did in each of the phases. Students will also identify ethical challenges, theoretical/practice models and analyze the intervention's effectiveness.

**Learning Agreement:** Each student will create a personal Learning Agreement based on their individual learning needs, the learning goals of the ECU School of Social Work, and the purpose and services of the field agency. Activities on the learning agreement must align with the 9 CSWE competencies for generalist practice students and 9 Specialized competencies for specialized practice students. The 5 system levels (individuals, families, groups, communities, organizations) will be demonstrated on competencies 6-9. This personal Learning Agreement will serve as both a plan for the student's field placement activities and a basis for evaluating the student's performance in the field placement.

### **Process Recordings:**

There are three different MSW Process Recording assignments, each designed to further student learning and development. They are:

**Generalist Process Recording** – for the generalist practice MSW field placement, SOCW 6940 Field Instruction I

**Specialized Process Recording** – for the first semester of the specialized practice MSW field placement, SOCW 6950 Field Instruction II

**Integrated Process Recording** – for the second semester of the specialized practice MSW field placement, SOCW 6960 Field Instruction III

**Field Activity Log:** Students will keep an activity log of the specific tasks and activities they complete while at their field placement and record them under one of the 9 corresponding competencies. Students will complete the Field Activity Log for both the Mid-Semester and Final Evaluations. The Field Activity Log should be signed by the Field Instructor and Task Supervisor (if applicable) and submitted to the seminar instructor.

**Weekly Supervisory Meeting Agenda:** Each week, students will provide the field instructor with a typed copy of a supervisory agenda to be turned in weekly to the Seminar Instructor. The agenda must include at least 2 items directly related to the competencies.

## **BSW AND MSW STUDENT EVALUATION AND GRADING**

The ongoing evaluation of a student's performance is an integral part of the Field Instructor's responsibilities. During their weekly supervision, the Field Instructor can help the student identify performance strengths and weaknesses, evaluate progress towards achieving learning objectives, and demonstrate professional responsibility.

The Learning Agreement is not only a plan for the field placement, but also serves as an evaluation instrument. At the beginning of the semester, the student and Field Instructor use this

form to design agency-based assignments. Throughout the semester, they should review the Learning Agreement together to ensure that the proposed learning activities are available and to assess the student's progress toward their learning goals.

The Learning Agreement is also used by the Field Instructor for the final evaluation of the student's performance in the field placement. Field Instructors rate student's competency in the behaviors, as demonstrated in the learning activities which the student identified for that rating. Field Instructors and Task Supervisors also complete a brief narrative evaluation on the final pages of the Learning Agreement. These comments may include specifics such as: a summary of the student's activities and progress during the term, description of outstanding performance or strengths, description of future learning needs, and changes in the agency that affected student learning or other pertinent information.

When the final Learning Agreement evaluation is completed, it is signed by the Field Instructor, the student, and the Faculty Field Liaison who submits a copy to the Office of Field Education. A grade for the field course is not assigned until this evaluation is received.

Students should note that some employers and state licensure boards require a copy of this final Learning Agreement. The Office of Field Education does not keep copies of these documents long term. For this reason, **students should always keep a copy of the final signed Learning Agreement for their records.**

#### Policies for evaluating student learning (BSW and MSW):

- Student learning is evaluated congruent with CSWE competencies and based on proficiency of competency behaviors at the end of the semester by the Field Instructor.
- Every student will have a mid-term and final evaluation that includes a review of their field activities as they connect to the CSWE competencies.
- Faculty Field Liaisons will make a minimum of 1 scheduled visit to the agency each semester.
- Faculty Field Liaisons are responsible for assigning students' final grade in the field course.
- The grade for the field course includes student performance in the field placement, student participation in the field seminar, and seminar assignments.

#### Procedures for evaluating student learning (BSW and MSW):

- At the end of the semester, Field Instructors review the Field Activity Log and use the Learning Agreement as the evaluation tool to rate students' performance in the field setting using a Likert Scale.
- Field Instructors and Task Supervisors (if applicable) provide a summary of students' activities, progress, and feedback on students' strengths and areas of growth at the end of the Learning Agreement.
- The Field Instructor discusses their evaluation with the student and the student acknowledges by signing the bottom of the Field Instructor evaluation page of the Learning Agreement.
- The Faculty Field Liaison is responsible for assigning a grade to the Field Instructor's final evaluation of student's performance.
- The seminar portion of the final grade is evaluated by the Faculty Field Liaison through participation, journals, process recordings and other seminar assignments.
- Field experience portion of grade is evaluated by the Faculty Field Liaison through

writing of the learning plan (Learning Agreement), mid-term evaluation, final evaluation, agency field visit, and Field Activity Log.

- The Faculty Field Liaison ultimately assigns the final grade based on the weight of the seminar and field experience portions of the grade.

#### Criteria for evaluating student learning (BSW and MSW):

- During their weekly supervision meetings, the Field Instructor helps the student identify performance strengths and weaknesses, evaluate progress towards achieving learning objectives, and demonstrate professional responsibility.
- The Learning Agreement is not only a plan for the field placement, but also serves as an evaluation tool. At the beginning of the semester, the student and Field Instructor use this form to design agency-based assignments that align with the nine competencies. Throughout the semester, students and supervisors review the Learning Agreement together to ensure that the proposed learning activities are available and to assess the student's progress toward their learning goals.
- Students may receive ratings of Outstanding, Advanced, Satisfactory, Needs Improvement, or Unsatisfactory for each behavior on the learning agreement evaluation tool.
- 60% of the final grade is from the field experience and 40% from seminar assignments and participation.
- BSW students must earn a grade of C or higher in SOCW 4990 to pass the course.
- MSW students in SOCW 6940, 6950, and 6960 must earn a grade of B or greater to pass the course.

#### **EVALUATING FIELD PLACEMENT PERFORMANCE (BSW AND MSW STUDENTS)** –for Field Instructors

When preparing the final field placement evaluation, the Field Instructor should consider:

- a. *According to the Learning Agreement, what was the student supposed to learn and do this semester?*

The learning objectives agreed upon in the student's individual Learning Agreement provide the guidelines for the evaluation process. Taking the time to clarify performance expectations at the beginning of the field placement can help avoid misunderstandings at the final evaluation.

Sometimes Learning Agreements include more objectives or activities than the student can realistically achieve or planned-for activities have not been possible. These anticipated variations in field instruction should be allowed for when reviewing the student's performance.

- b. *What kinds and sources of information were used to evaluate the student's performance?*

The use of several kinds of information from multiple sources can increase the reliability of an evaluative judgment. That is, the Field Instructor can be more confident of the overall evaluation if they have assessed the student's progress, using different information collected in different situations.

For example, the student provides information through written reports, case

evaluations, and recordings; verbal briefings and discussions; audio or video recordings; and their self-evaluation. The Field Instructor has gathered information by observing the students' conduct in an interview, presentation of a case, or participation in staff meetings. Information can also be collected from other colleagues (i.e.: reports from a consultant or other staff members with whom the student has worked, and people from other agencies). Field Instructors should be in regular contact with any Task Supervisors and use their feedback in evaluating the student.

c. *At what level of performance were the learning objectives achieved?*

Evaluating a student's level of performance requires a decision about how well the student achieved the agreed-upon learning objectives and a judgment about their overall performance. The field learning objectives provide a focus or direction for the student's activities, but they do not measure how well they have completed them.

Performance ratings are difficult to ascertain and necessarily include high levels of professional judgment.

### **Learning Agreement Field Performance Rating Scale:**

**1= Unsatisfactory** (does not demonstrate command of essential knowledge and/ or competency in practice behaviors)

**2= Needs improvement** (demonstrates limited understanding of essential knowledge and/or competency in practice skills)

**3 = Satisfactory** (able to apply knowledge to practice and practice skills at beginner professional level)

**4 = Advanced** (utilizes a variety of theories and practice skills for effective practice)

**5 = Outstanding** (readily adapts skills to the setting and demonstrates mastery of skill in new, diverse, and difficult contexts)

### **EVALUATION OF THE FIELD PROGRAM (BSW AND MSW STUDENTS)**

Evaluations, and the feedback they provide, are an important part of growing and improving not only for individual social workers, but for agencies, programs, and schools. Students are evaluated by field instructors, task supervisors and by the faculty field liaison. Field Instructors have the opportunity to evaluate Faculty Field Liaison effectiveness and Faculty Field Liaisons evaluate agency and Field Instructor performance.

1. Students will evaluate the field experience including agency effectiveness through a Qualtrics survey link provided by the Office of Field Education.
2. Field Instructors are asked to evaluate the Faculty Field Liaison effectiveness through a Qualtrics survey link provided by the Office of Field Education.
3. Faculty Field Liaisons will be asked to evaluate the agency and Field Instructor including student activities and workload, overall rating of agency, quality of supervision, culture of agency, and physical resources of agency through a Qualtrics survey link provided by the Office of Field Education.

### Policies for evaluating field setting effectiveness (BSW and MSW):

- The Office of Field Education provides students, Faculty Field Liaisons, and Field Instructors surveys to evaluate field settings at the end of the field experience through a Qualtrics survey link.
- The Faculty Field Committee, facilitated by the Assistant Director of Field Education and comprised of all Faculty Field Liaisons and Office of Field Education staff, meets two times per semester. Feedback on field setting effectiveness is solicited from the committee during these meetings held at the beginning and end of the fall and spring semesters.
- Faculty Field Liaisons report concerns regarding field sites and supervision to the Director of Field Education.

### Procedures for evaluating field setting effectiveness (BSW and MSW):

Field setting effectiveness is evaluated through multiple means.

- Faculty Field Liaisons gather feedback on the effectiveness of the field site based on student discussions in seminars, review of activities on learning agreements, student journal submissions, and field activity logs.
- Faculty Field Liaisons report any feedback to the Office of Field Education from information gathered during field visits and communication with field supervisors.
- Office of Field Education staff solicit feedback regarding the effectiveness of field sites during Faculty Field Committee meetings held twice each semester.
- Students evaluate the field experience, including agency effectiveness through a Qualtrics survey link provided by the Office of Field Education at the end of the semester.
- Faculty Field Liaisons evaluate the field setting through a Qualtrics survey link provided by the Office of Field Education at the end of the semester. Categories rated include intern activities and workload, overall rating of agency, quality of supervision, culture of agency, physical resources of agency.
- Field settings that do not receive a satisfactory evaluation are reevaluated by the Office of Field Education. Field sites can be closed or paused until further evaluation shows the improvement sufficient to provide the appropriate student educational experience.

### Criteria for evaluating field setting effectiveness (BSW and MSW):

- Students rate the field setting based on the following categories: appropriateness of activities, agency values compatible with social work ethics and values, effectiveness of services provided, learning opportunities to meet school's objectives, and culture of agency.
- Faculty Field Liaison rates the field setting based on the following categories: intern activities and workload, overall rating of agency, quality of supervision, culture of agency, physical resources of agency.
- Faculty Field Liaisons use information gathered from the field visit, other communication with the agency, and student feedback during seminar to assist in their evaluation.



## Appendix A

### Safety Review Checklist

*Instructions: During the initial weeks in a field agency, students are to become familiar with various aspects of their agency's culture and procedures that could affect an individual's safety. Students should complete and review this form with their Field Instructor and address areas that may be of potential risk to your physical safety and health.*

#### I. Orientation

Are you familiar with the agency's safety policies?	Yes	No
Have you discussed the issue of safety with your field instructor?	Yes	No
Does the agency have a sexual harassment policy?	Yes	No
Did you read the sexual harassment policy and do you understand the procedures for reporting sexual harassment?	Yes	No
How can you address these items if you answered no:		

#### II. Environment

What is your initial reaction to the physical surroundings?	Safe	Unsafe
Is the agency well-lit, both inside and out?	Yes	No
Are doors and windows secured?	Yes	No
Are there fire procedures in place?	Yes	No
Does landscaping impair vision or conceal possible hiding places?	Yes	No
Is the parking lot well-lit?	Yes	No
How can you deal with trouble spots, if any exist:		

#### III. Travel

Does the area neighborhood present increased risks?	Yes	No
Are there special procedures for parking to increase worker safety?	Yes	No

#### IV. Home Visits and Outreach Activities

Have you discussed procedures for home visits and outreach activities with your field instructor?	Yes	No
Will you be expected to use your own vehicle for home visits?	Yes	No
In your own words, explain your agency's specific safety procedures regarding home visits and outreach activities:		
Will you be receiving any special training regarding safety? If so, specify.	Yes	No

What are you expected to do if you find yourself in a situation with a potentially violent or threatening person:



What safety practices are recommended for after-hours or evening meetings:

**V. Health**

Are there health risks in this setting? Yes No

If so, what are those risks and what precautions are you taking:

Have you read information and/or received training on precautionary procedures and prevention, particularly from communicable diseases or infections?

Yes No

**VI. Reporting**

Who would you contact regarding the following?

Threatening behavior/potentially violent client \_\_\_\_\_

Unsafe physical surroundings \_\_\_\_\_

Harassment by an agency staff person \_\_\_\_\_

Exposure to a communicable disease \_\_\_\_\_

A practicum-related injury \_\_\_\_\_

Symptoms of a practicum-related illness \_\_\_\_\_

**VII. Overview**

How would you rate the overall safety of this field placement?

Safe Somewhat safe Unsafe

How would you rate your own preparedness at this time to participate safely in this field placement experience?

Safe Somewhat safe Unsafe

Please include additional comments pertaining to personal safety and health risks that you would like to share:

\*This document was adapted from the University of Toledo's Social Work Program Field Experience Field Placement Safety Review.

## Appendix B

### SOCW Field Education

#### Checklist for Creating Your Learning Agreement

##### 1. Self-Assessment

- Assess your personal learning needs and goals
  - Complete the Field Education Student Self-Assessment
  - Review your student self-assessment ratings to identify your **priority** learning needs (pay particular attention to items which you rated “Unsatisfactory” or “Needs Improvement”)

##### 2. Identify Learning Activities **with** your Field Instructor and (if applicable) Task Supervisor:

- Review your individual learning needs
- Identify the learning activities available at your field placement
- Review the suggested learning activities on the learning agreement

##### 3. Construct your personal Learning Agreement

- Select suggested learning activities that match your learning needs, correlate with the learning activities available at your field placement, **and** allow you to demonstrate **all practice behaviors**
- Modify **all** selected learning activities to ensure they correspond with your learning needs, agency services, and the population served.
- Make sure you modify the words in **italics** so that they are specific to the agency/client population.
- You may also create original learning activities. Activities need to be specific and measurable.
- For Competencies 6-9:** Indicate which system level is addressed in each selected activity (I, F, G, O, or C).
- For Competencies 6-9:** Each competency has activities that address the 5 system levels

##### 4. Guidelines

- Make sure you select/create at least the minimum amount of learning activities for each competency
- Remove** the suggested learning activities that you are not using

##### 5. Approval

- Turn in a draft of your Learning Agreement to your Seminar Instructor
- Seminar Instructor approves or suggests revisions
- Once your Learning Agreement is approved it must be signed by Student, Field Instructor and Task Supervisor (if applicable)

##### It is the student’s responsibility to give copies of the signed Learning Agreement to:

- Student
- Field Instructor
- Task Supervisor (if applicable)
- Seminar Instructor

## Appendix C

### EAST CAROLINA UNIVERSITY SCHOOL OF SOCIAL WORK

#### Mid-Term Status Report

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

**Agency:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**Task Supervisor (if applicable):** \_\_\_\_\_

The purpose of this form is to provide students with constructive feedback about their performance in field, and to identify specific actions they can take to improve their performance. Field Instructors should complete this form, with input from the student's Task Supervisor (if applicable).

	<i>Satisfactory</i>	<i>Needs Improvement</i>	<b>Goals and Actions for Growth</b>
<b>Attendance:</b> Notifies supervisors of changes and conflicts with schedule. Reports for scheduled hours. Aims to avoid absences, no shows, tardiness and properly communicates with supervisors about any attendance-related issues.			
<b>Appearance:</b> Complies with the agency dress codes policy and appearance is professional and appropriate for the agency setting.			
<b>Dependability:</b> Fulfills tasks associated with the position, meets deadlines and is available and present to meet the needs of clients and complete other work-related responsibilities.			
<b>Social Work Values and Ethics:</b> Upholds the values and ethics of social work practice.			
<b>Initiative:</b> Takes initiative to seek out agency tasks and responsibilities. Demonstrates the ability to assess agency and client needs and works independently to address these needs.			
<b>Comprehension:</b> Understands the roles and responsibilities of social workers employed by the agency. Understands expectations and requirements of their internship position.			

<p><b>Communication (Written and Oral):</b> Effectively communicates in written and oral form with staff, supervisors, clients, field supervisors, professors, classmates and other people within the agency and school of social work. Presents clear and concise written documentation.</p>			
<p><b>Interpersonal Skills:</b> Respects clients, agency staff members, supervisors, colleagues and other people affiliated with the agency and school of social work. Sets and maintains professional and appropriate boundaries with other staff members and supervisors.</p>			
<p><b>Professional Judgement:</b> Adheres to supervisor's guidance, is mindful, considers the NASW code of ethics, utilizes the field manual and always maintains a level of professionalism in behavior and attitude.</p>			
<p><b>Self-aware:</b> Works towards personal and professional development. Utilizes critical thinking skills to develop and enhance self-awareness.</p>			
<p><b>Critical Thinking Skills</b></p>			
<p><b>Resourcefulness</b></p>			
<p><b>Organization of work</b></p>			

**Student's Strengths**

**Student's Areas for Growth**

**Field Supervisor's Signature**

**Student's Signature**

## Appendix D

### EAST CAROLINA UNIVERSITY

#### Field Instruction Attendance Sheet

Name: \_\_\_\_\_ Please check: BSW \_\_\_\_\_ MSW \_\_\_\_\_

Agency: \_\_\_\_\_ Faculty Field Liaison: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Task Supervisor (if applicable): \_\_\_\_\_

- *Submit a copy of this form with your End of the Semester Learning Agreement*
- *You and your Field Instructor and/or Task Supervisor should monitor your hours together*
- *You should inform your Faculty Field Liaison of any difficulty with your hours*
- *Holidays, Closings and Absence Policies are in the Field Manual online*
- **Hours cannot be completed prior to the end of the semester.**
- **BSW-32 hours per week/448 total hours MSW-24 hours per week/336 total hours**

Week	Dates Attended	Total Weekly Hours	Total Hours To Date	Supervisors Initials
Week of				
Week of				
Week of				
Week of				
Week of				
Week of				
Week of				
Week of				
Week of				
Week of				
Week of				
<b>Total Hours</b>				

*Student Signature/Date*

*Field Instructor Signature/Date*

*Task Supervisor Signature*

## Appendix E

ECU College of Health and Human Performance School of Social Work  
Field Education Guidelines

### Employment Based Field Education Application

1. Most students complete traditional field placements coordinated by the Office of Field Education. However, a small number of students consider applying for an Employment Based Field Placement (EBP). An EBP allows a student to use his or her current place of employment as the site for the field placement. This option is available for students in a human service organization in which the student is employed. Student field activities and employment tasks may be the same and counted toward field hours if the tasks have clear linkages to the nine social work competencies and their associated behaviors.
2. The same educational requirements and standards apply to an EBP as apply to regular field placements. The employing agency must agree to consistently support the Field Education program and standards. Each field placement should encompass the core competencies: **professionalism, diversity, human rights, research, policy, engagement, assessment, intervention, and evaluation**. Before completing the EBP application, the student needs to carefully discuss with his/her employment supervisor or agency administrator if the above criteria, as well as the learning opportunities can be met within the student's employing agency. It is the student's responsibility to ensure the integrity of this process. Open and clear communication between all parties is imperative. If the agency or the student is unable to maintain the standards required for a sound educational experience, the result may be a terminated EBP and the student will be required to complete a traditional field placement arranged by the Office of Field Education.
3. Activities must be congruent with the student's level of practice in their program, i.e. BSW, Generalist practice level MSW, or Specialized practice level MSW.
4. A student must have been employed and actively working at the agency for a minimum of **90 days** before the Employment-Based field placement begins. This limitation is necessary to allow time to determine that the employment is stable, to conduct the necessary screening and to establish the required contractual agreements. Therefore, students who have been employed less than 90 days, or who change jobs during an field placement, may have to delay or repeat the field placement.
5. Field Supervision will follow the "Field Education Supervisory Guidelines" in the Field Education Manual. Each student intern must have a qualified Field Instructor. To qualify, Field Instructors must hold a social work degree and from a CSWE accredited school and have at least two years of practice experience after graduation. Social workers with an undergraduate degree may supervise BSW students; social workers with a graduate social work degree may supervise BSW or MSW students. If the student employee's current supervisor meets the criteria and is approved by the Office of Field Education, this person may serve as the Field Instructor but supervision for the field placement must be separate from employment supervision. Student will need to provide an explanation of how employment and field placement supervision will be differentiated. An LCSW is not required.
6. Field assignments and instruction must be educationally focused and clearly described in the student's Learning Agreement.  
All employment-based requests must be approved by the Office of Field Education.

Helpful Links:

School of Social Work: <https://hhp.ecu.edu/socw/>

Field Education Office: <https://hhp.ecu.edu/socw/field/>

Field Education Manual: [http://www2.ecu.edu/HHP/docs/socw/field/Field\\_Manual.pdf](http://www2.ecu.edu/HHP/docs/socw/field/Field_Manual.pdf)



College of Health and Human Performance

School of Social Work

Field Education

Employment Based Field Placement

Application

I. Student Information

(a) Your Name: \_\_\_\_\_

Check one: BSW \_\_\_\_ MSWI \_\_\_\_ MSWII \_\_\_\_\_ Advanced Standing \_\_\_\_\_

Year \_\_\_\_\_ Semester \_\_\_\_\_

Cohort: On Campus \_\_\_\_\_ Part-time Online \_\_\_\_\_

II. Agency Information

(a) Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

(b) Agency Director: \_\_\_\_\_

(c) Field Ed Contact Person for Agency: \_\_\_\_\_

(d) Your Current Supervisor: \_\_\_\_\_

(e) Proposed Field Instructor: \_\_\_\_\_

*(Please retain a copy of this application for your records.)*

Degrees (please note year obtained): BSW \_\_\_\_\_ MSW \_\_\_\_\_

Is your proposed field instructor also your current supervisor? Yes \_\_\_\_ No \_\_\_\_

If yes, please provide an explanation as to how you will ensure that your employment supervision will be different from your field placement supervision:

Please note – Field Instructors must have the degree equivalent to or greater than the student, a BSW or MSW for BSW students, an MSW for MSW students. Field Instructors must be at least two years post graduation. See Guidelines on page 1.

**Attach a copy of the proposed Field Instructor’s resume to this application.  
Your application is incomplete without this resume and cannot be approved.**

(f) Proposed Task Supervisor

If the person directly supervising the student does not have the required social work degree, that person can be designated the Task Supervisor. If applicable, please provide the Task Supervisor’s information below.

Degrees/Licensure or Certification \_\_\_\_\_

### III. Proposed Field Placement Information

The field placement must consist of tasks that have clear linkages to the nine CSWE competencies and their associated behaviors (professionalism and ethics, diversity, human rights and justice, policy, research, engagement, assessment, intervention, and evaluation). **BSW and MSW Generalist** students need to demonstrate tasks that can be linked to the nine CSWE social work core competencies. **MSW Specialized** students need to demonstrate tasks that can be linked to the specialized competencies that align with the Clinical-Community Practice from a Relational Perspective concentration. *These tasks can include but are not limited to: intake, assessment, developing treatment plans, individual and group interventions, participating in a variety of social work services or practice interventions, advocacy, case management, documentation, community development, program development, program assessment, and clinical interventions.*

- (a) **Attach a copy of your current job description to this application. Your application is incomplete without this and cannot be approved.**
- (b) **Briefly describe your proposed field placement in your own words. This can include your current employment as well as any additional activities needed to support the CSWE competencies. Be specific and detailed. Describe the client demographics, needs and issues, target number of groups/clients/cases, activities, services provided, frequency of services, areas of a practice, treatment modalities, etc.**

### IV. Field Placement Assignment Form

The undersigned agree to the social work field placement as described above and are prepared to work with the School of Social Work at East Carolina University in providing a field placement for this student that is consistent with the expectations of the School.

\_\_\_\_\_  
Signature of Agency Director or Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Proposed Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Current Supervisor

\_\_\_\_\_  
Date\_\_\_\_\_

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Task Supervisor (if applicable)

\_\_\_\_\_  
Date

### V. School Review – (to be completed by the school)

\_\_\_\_\_ Application for Field

\_\_\_\_\_ Student's Current Job Description

\_\_\_\_\_ Resume of Proposed Field Instructor



\_\_\_\_\_ Signature of Agreement by Agency Director or Representative

\_\_\_\_\_ Signature of Agreement by Field Instructor

\_\_\_\_\_ This Proposal has been reviewed and approved by the Office of Field Education

\_\_\_\_\_ This Proposal has been reviewed and rejected by the Office of Field Education

(Reasons for rejection attached)

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Signature of Field Office Representative

Date

## Appendix F

# ECU College of Health and Human Performance School of Social Work Field Education Guidelines

## Single Placement Option Field Placement Application

1. Single Placements Option field placements must provide significant new learning with appropriate supervision. The single placement option is based on the rationale that in satisfactory student-agency matches, the student has become oriented to the setting, has developed some credibility with the staff, and is ready to move into specialized practice. By remaining in the same setting, orientation does not need to be duplicated and emphasis on skill development can begin immediately. The second-year Learning Agreement can focus on new and more specialized competencies based upon the generalist activities the Field Instructor knows the student has already received. Students wanting to explore the field might be better served by having two different field placements. However, for other students, the single placement option may be an efficient way of making the best use of limited resources. Both the student's educational goals and the varied learning opportunities available in a particular agency must be considered.
2. Activities must be congruent with the student's level of practice in their program, Generalist level MSW or Specialized level MSW.
3. Supervision will follow the "Field Education Supervisory Guidelines" in the Field Education Manual. Each student intern must have a qualified field instructor. To qualify, Field Instructors must hold a social work degree and from a CSWE accredited program and have at least two years of practice experience after graduation. MSW social workers may supervise BSW or MSW students. An LCSW is not required.
4. Field assignments and instruction must be educationally focused and clearly described in the student's Learning Agreement.
5. All single placement requests must be approved by the Office of Field Education.

### *Helpful Links:*

School of Social Work: <https://hhp.ecu.edu/socw/>

Field Education Office: <https://hhp.ecu.edu/socw/field/>

Field Education Manual: [http://www2.ecu.edu/HHP/docs/socw/field/Field\\_Manual.pdf](http://www2.ecu.edu/HHP/docs/socw/field/Field_Manual.pdf)



College of Health and Human Performance

School of Social Work

Field Education

Single Placement Option Field Placement

Application

I. Student Information

(a) Your Name: \_\_\_\_\_

Check one: BSW \_\_\_\_\_ MSWI \_\_\_\_\_ MSWII \_\_\_\_\_ Advanced Standing \_\_\_\_\_

Year \_\_\_\_\_ Semester \_\_\_\_\_

Cohort: On Campus \_\_\_\_\_ Online \_\_\_\_\_

II. Agency Information

Agency Name:

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Agency Director

Field Ed Contact Person for Agency

Your Current Supervisor

Proposed Field Instructor (Please retain a copy of this application for your records.)

Degrees (please note year obtained): BSW \_\_\_\_\_ MSW \_\_\_\_\_

Please note – Field Instructors must have the degree from an accredited social work program equivalent to or greater than the student, (i.e., MSW degree for MSW students). Field Instructors must have at least two years post graduation practice experience. See Guidelines on page 1.

Attach a copy of the proposed Field Instructor’s resume to this application. Your application is incomplete without this resume and cannot be approved.

Proposed Task Supervisor

If the person directly supervising the student does not have the required social work degree, that person

can be designated the Task Supervisor. If applicable, please provide the Task Supervisor's information below.

Degrees/Licensure or Certification \_\_\_\_\_

### III. Proposed Field Placement Information

The Field Education placement must be new learning and must be different from your current responsibilities and/or previous field placement experiences. Please be sure that the information below is complete and clearly shows the new learning activities.

#### Briefly describe your previous field placement responsibilities

#### Describe your proposed field placement

Describe the new responsibilities and activities you propose for your field placement. Be specific and detailed. Describe the client demographics, needs and issues, target number of groups/clients/cases, activities, services provided, frequency of services, areas of a practice, treatment modalities, etc.

**IMPORTANT** - Please specify how your new field placement activities will be different from your previous field placement experience:

\_\_\_\_\_

### IV. Field Placement Assignment Form

The undersigned agree to the social work field placement as described above and are prepared to work with the School of Social Work at East Carolina University in providing a field placement for this student that provides significant new learning consistent with the expectations of the School.

\_\_\_\_\_  
Signature of Agency Director or Representative Date \_\_\_\_\_

\_\_\_\_\_  
Signature of Proposed Field Instructor Date

\_\_\_\_\_  
Signature of Current Supervisor Date

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

\_\_\_\_\_  
Signature of Task Supervisor (if applicable) Date

### V. School Review – (to be completed by the school)

\_\_\_\_\_ Application for Field

\_\_\_\_\_ Resume of Proposed Field Instructor

\_\_\_\_\_ Signature of Agreement by Agency Director or Representative

\_\_\_\_\_ Signature of Agreement by Field Instructor

\_\_\_\_\_ This Proposal has been reviewed and approved by the Office of Field Education

\_\_\_\_\_ This Proposal has been reviewed and rejected by the Office of Field Education

(Reasons for rejection attached)

---

Signature of Field Office Representative

Date

## Appendix G

### Field Assignment Form

Student: \_\_\_\_\_ Referral Date: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Contact: \_\_\_\_\_

**Field Instructor:** *(The MSW or BSW social worker who provides social work supervision for the intern.)*

Name: \_\_\_\_\_ (title) \_\_\_\_\_

Phone: (work) \_\_\_\_\_ (cell) \_\_\_\_\_

E-mail: \_\_\_\_\_

MSW \_\_\_\_\_ BSW \_\_\_\_\_ LCSW \_\_\_\_\_ CCS or CSI \_\_\_\_\_ School SW \_\_\_\_\_ Other \_\_\_\_\_

Field Instructor's agency name: (if different than field site agency)

\_\_\_\_\_

### **Task Supervisor:**

*Not all interns will have a **Task Supervisor**. If the intern's direct supervisor is the degreed Social Worker (the Field Instructor), the intern will **not** need a Task Supervisor. However, if the intern's direct supervisor does not have a social work degree, the intern will have a Task Supervisor for direct supervision, and a **Field Instructor** from another department or agency.*

Task Supervisor Name: \_\_\_\_\_

Phone (work) \_\_\_\_\_ (cell) \_\_\_\_\_

E-mail: \_\_\_\_\_

**SIGNATURES:** The following have met and agreed to a social work field placement in the above-named agency.

\_\_\_\_\_

Field Instructor

\_\_\_\_\_

Task Supervisor (if applicable)

\_\_\_\_\_

Student

\_\_\_\_\_

Date

Appendix H



School of Social Work – Field Education

BSW Field Placement – SOCW 4990

LEARNING AGREEMENT and EVALUATION

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Student Name

Banner ID #

---

Semester

Year

Field Instructor Name: \_\_\_\_\_

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

Faculty Field Liaison: \_\_\_\_\_

**Starting Plan Approval:** Please sign at the beginning of the semester to indicate that you have reviewed and accepted the plan:

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Student

Date

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Field Instructor

Date

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Task Supervisor (if applicable)

Date

\_\_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Faculty Field Liaison

Date

## 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.

Behaviors	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.					
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.					
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.					
4. Use technology ethically and appropriately to facilitate practice outcomes.					
5. Use supervision and consultation to guide professional judgment and behavior.					
<p><b><i>Directions for Competencies 1-9: Students need to modify each selected activity so that it corresponds with their learning needs, agency services, and the population served. Students are required to modify the words in <u>italics</u> so that they are more specific to the agency/client population.</i></b></p> <p><b><u>Suggested Learning Activities:</u> (Select and Modify at least five activities)</b></p> <p>-Student will be knowledgeable of available <i>community</i> resources for <i>clients</i> and will demonstrate to supervisor an understanding of an effective referral process.</p>					



- Student will keep notes on own behavior and thoughts during (or after) *client meeting*. Reflect with supervisor on how personal assumptions impact professional conduct and interactions with *clients*.
- Student will discuss needed areas of growth in supervision and work on strategies toward growth.
- Student will discuss with supervisor the appropriate roles and boundaries of a student intern; practice behaviors that demonstrate commitment to appropriate roles and boundaries (e.g. not exchanging personal contact information with clients; being mindful of use of social media, etc.).
- Student will illustrate effective written communication, in all *documentation, professional correspondence, treatment plans, and reports*. Student will seek feedback during weekly supervision.
- Student will use clear, appropriate, and understandable language when communicating with *staff and clients*. Student will seek regular feedback from their field supervisor about areas of growth in their professional communication skills.
- Student will exhibit a professional attitude by arriving to the *Field Practicum Site* dressed appropriately, with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and willing to seek out opportunities for new learning. Student will seek feedback regarding their professionalism during weekly supervision.
- Student will present to weekly supervision meetings prepared (Bring an agenda with list of topics/cases to discuss, report back on learning activities, share reflections from week, etc.)
- Student will assess, implement and make recommendations for *clients* as necessary and verbalize to supervisor how the process of making recommendations occurs within *the agency*.
- Student will treat *clients and staff* in a respectful and non-judgmental manor and will demonstrate positive relationship-building communication with *staff and clients*. Student will seek feedback on these skills during weekly supervision.
- Student will review *agency policy and procedures manual* and will discuss areas that need further clarification with supervisor.
- Student will investigate resources and participate in an event that supports lifelong learning (ex. *NASW chapter events, continuing education opportunities, workshops, and trainings*). Student will discuss experience and areas of new learning with their field instructor.
- Student will consider and discuss with Field Instructor boundary and confidentiality issues related to use of personal social media and electronic communication including *agency* policy and expectations. Student will adhere to all *agency*, NASW Code of Ethics, and School of Social Work mandates concerning use of email, text, personal devices, internet and social media. Student will discuss appropriate use of technology with supervisor.
- Student will review the NASW Code of Ethics and will discuss with their field instructor how they are integrating its principles and values into their social work practice with *their client population*.
- Student will discuss with their field instructor how social work values and ethics relate to the *agency's mission, policies and practice*.
- In supervision, the student will compare and contrast how the ethics of *the field agency* aligns with the social work code of ethics and their own beliefs.
- Student will utilize self-awareness to discuss in supervision how their thoughts, perceptions, and personal biases affect their interactions with *clients and client systems*.
- In supervision, the student will identify *agency & client* ethical dilemmas caused by external factors (funding cuts, insurance, etc.)

## 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.

Behaviors	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.					
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.					
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.					

### **Suggested Learning Activities: (Select and Modify at least three activities)**

- Student will review and discuss NASW's Cultural competency standards with Field Instructor and will incorporate these expectations/practice behaviors into their practice with *agency clients*.
- Student will discuss the similarities and differences each *client* brings to the *agency* from a strengths-based perspective and review in weekly supervision
- Student will seek feedback from their field instructor to develop appropriate strategies for managing biases effectively in order to practice with their *client population* without discrimination.
- Student will be able to work *with clients* of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues. Student will process client interactions with field instructor.
- Student will assess and discuss in supervision the impact of current *agency* policy and procedures on diverse populations.
- Student will be able to discuss in supervision the impact of culturally diverse factors has on *clients* at all system levels (micro, mezzo, and macro).
- Student will demonstrate effective and culturally competent interviewing skills with *agency clients* and will seek feedback during weekly supervision.

### 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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
Behaviors	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.					
10. Engage in practices that advance social, economic, and environmental justice.					

#### **Suggested Learning Activities: (Select and Modify at least two activities)**

- Student will identify forms of oppression/discrimination that their *clients* experience and discuss with supervisor.
- Student will identify common economic barriers to care of the *clients of their agency* and will discuss with Field Instructor.
- Student will identify the institutionally embedded barriers to an individual *client's* progress and will discuss them with Field Instructor.
- Student will attend a *public hearing or organizational meeting* focused on increasing social and economic justice and will discuss and process experience with supervisor.
- Student will be able to identify *agency* policies and structures that adversely affect *client systems* and discuss finding and recommendations in supervision.

### 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.

	Evaluation of Student Performance
--	-----------------------------------

Behaviors	(to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
11. Use practice experience and theory to inform scientific inquiry and research.					
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.					
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.					

**Suggested Learning Activities:** *(Select and Modify at least three activities)*

- Student will solicit feedback from field instructor and *agency* staff to learn about effective forms of intervention used with *client population*.
- Student will read professional journal articles relevant to *agency population* and discuss findings with field instructor.
- Student will analyze evidence-based methods being utilized within *the agency* and discuss the effectiveness of these methods with my supervisor
- Student will compare practice experience with *client population* to class material and discuss during supervision.
- Student will collect *client* feedback, analyze results, and make recommendations for improvements based on the data. Student will discuss recommendation with field supervisor.
- Student will engage and partner with diverse and marginalized *community constituents* to define, assess, plan and address community needs via participatory action research and practice. Student will discuss progress and seek feedback during weekly supervision.

**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 macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Behaviors	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding

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

**Suggested Learning Activities: (Select and Modify at least two activities)**

- Student will research a minimum of one policy that directly affects the well-being of *client population* and then will discuss impact of this policy on clients and policy change ideas with Field Instructor.
- Student will research, observe, and participate in client advocacy activities supported by the *agency* which promote benefits for at risk populations. Student will discuss their impressions and effectiveness of advocacy activities with supervisor.
- Student will write a letter to a state or federal representative about a social policy that negatively or positively affects the *client population*. Student will seek feedback from supervisor regarding content of the letter.
- Student will analyze the social policies, laws, practices that impact the *client system or delivery of services* and discuss with field instructor.
- Student will discuss in supervision the potential impact that policies can have on client outcomes of the *agency*.
- Student will verbalize to supervisor an understanding of the impact of policy changes over time on the role of the social worker in the *agency* and on the services provided to *clients at the agency*.

**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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
Behaviors	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding

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

**Directions for Competencies 6-9: After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Example: Student will seek feedback from supervisor about ways to build rapport and trust with the students and families of Pitt County Schools. I, F**

**Suggested Learning Activities: (Select and Modify at least four activities)**

- Student will seek feedback from supervisor about ways to build rapport and trust with *clients and constituencies*
- Student will identify areas of comfort and discomfort in *client and community engagement* and discuss in supervision.
- Student will use interpersonal skills when engaging with *clients and constituencies* such as: reflective listening, empathy, open ended questions, content clarification, seeking feedback, and appropriate confrontation and problem solving. Student will seek feedback from supervisor regarding utilization of these skills.
- Student will demonstrate growing effectiveness in relationship building and sustaining skills with *clients and constituencies* as observed by supervisor
- Student will demonstrate appropriate boundaries and engage in strength-based partnerships with *clients and constituencies* as observed by supervisor.
- Student will discuss with supervisor the appropriate level of participation when attending *agency and community meetings*. Field supervisor will observe student interaction and provide feedback.
- Student will interview a *community member* to learn about the culture, economic, political, and historical influences on the *community*. Field supervisor will identify appropriate community member(s) to interview, and the student will discuss interview findings with their supervisor.
- Student will visit and interview a *provider at another community agency* with whom the *field agency* frequently works with to learn about the interagency relationship. Student will discuss interview findings with their supervisor.
- Student will attend a *community coalition/consortium meeting* that is relevant to the services for the *client population of the agency*. Student will discuss in supervision possible advocacy issues related to client service.

## **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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
<b>Behaviors</b>					
19. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.					
20. 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.					
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.					
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.					
<p><b>After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.</b></p> <p><b>System Levels: I-individuals F-families G-groups O-organizations C-communities</b></p> <p><b>All 5 systems levels need to be addressed at least once in the chosen activities.</b></p> <p><b><u>Suggested Learning Activities: (Select and Modify at least four activities)</u></b></p> <ul style="list-style-type: none"> <li>- Student will conduct a <i>client and family assessment</i> by completing a genogram and an Eco map. Student will then interpret data gathered from these assessment tools during supervision.</li> <li>- Student will develop a written <i>assessment</i> that includes client’s strengths and areas of growth and will seek feedback from their supervisor.</li> <li>- Student will complete a strength-based <i>assessment</i>, will secure informed consent to request data from outside sources (family, friends, service providers, community agencies), and will request this documentation in a timely manner and will seek feedback from their supervisor.</li> <li>-Student will appropriately gather information and formulate written <i>assessments about individuals, families, and/or groups</i> and will seek feedback from their supervisor.</li> </ul>					

- Student will conduct an *assessment* based on the needs of *the clients the agency serves* and determine the potential benefits of developing a group as an intervention to address these needs. Student will discuss completed assessment and intervention recommendation with supervisor.
- Student will identify *group* strengths, needs, challenges, goals, and objectives and will discuss findings with their supervisor.
- Student will use the systems perspective to identify the impact diversity has on shaping *client* experiences and discuss with supervisor how interventions are adapted to value the diversity of clients.
- Student will use the strengths perspective when assessing *clients* and utilize strengths to develop mutually agreed-on intervention goals and objectives. Student will seek feedback during weekly supervision.
- Student will create a list of unmet needs of the *individuals, families, groups, and community* that they work with. Student will then identify with their supervisor which services need to be developed to meet these needs.
- Student will assess *a particular agency program/service by obtaining client, staff, and community feedback* and will discuss assessment findings with supervisor.
- Student will identify *agency* strengths, needs, challenges, goals, and objectives by researching the *agency's* history, mission, community relations, funding and will discuss findings with their supervisor.
- Student will identify *community* strengths, needs, challenges, goals, and objectives through their work with *agency clients, collection of demographic data of the community, reading local community news, and attending community meetings* and will discuss findings with their supervisor.
- Student will conduct *a focus group with clients and community stakeholders* to assess organizational strengths and needs. Student will discuss findings with their supervisor and recommend strategies to improve practice effectiveness.

**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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
Behaviors	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding



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

**After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Suggested Learning Activities: (Select and Modify at least four activities)**

-Student will effectively facilitate *groups at micro, mezzo, and/or macro levels*. Student will seek feedback during weekly supervision.

-Student will observe, reflect, and apply practice skills that assist *clients and constituencies* to enhance their well-being from a strengths-based perspective. Student will seek feedback from supervisor.

-Student will work with *clients and constituencies* to develop an intervention plan and will discuss plan in supervision.

-Student will consult with field instructor to propose tentative treatment recommendations for a *client or client system*.

- Student will be able to develop measurable objectives designed to meet agreed upon goals for a *client or client system*. Student will seek feedback from supervisor.

- Student will be able to describe selected interventions for *clients and constituencies* and discuss with field instructor why a particular strategy has been chosen.

-Student will consult with their supervisor to connect *clients and constituencies* to appropriate resources to promote goal attainment.

-Student will co-lead a *support group for agency clients* and will discuss group interventions and dynamics during weekly supervision.

-Student will discuss with field instructor empirically based professional literature related to possible interventions to be used with the *agency/organization's clients and constituencies*.

-Student will provide ongoing case management for at least *two clients*. Student will seek feedback during weekly supervision.

-Student will identify community resources commonly used by the *agency*. Student will demonstrate to supervisor an understanding of the services provided and the appropriate referral policies and procedures.

-Student will develop and provide a presentation on a *relevant topic to agency staff, community group or other identified audience*. Field supervisor will observe and provide feedback on the presentation.

-Student will develop interventions that demonstrate to field instructor an understanding of the diverse needs of the *clients and constituencies the agency* serves without assumptions, bias or judgements.

-Student will write a letter to a legislator to educate them on how a current bill may impact *the clients and constituencies* served by *the agency*. Student will seek feedback from field supervisor regarding content of the letter and possible outcomes of the bill.

**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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
<b>Behaviors</b>					
28. Select and use appropriate methods for evaluation of outcomes.					
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.					
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.					
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.					

**After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Suggested Learning Activities: (Select and Modify at least three activities)**

-Student will maintain communication and follow-up with *clients and constituencies* to monitor progress and determine outcomes. Student will evaluate the effectiveness of their efforts during supervision.

- Student will review *client and constituency* progress throughout termination phase and will prepare *client and constituency* for final sessions/meetings. Student will consult with supervisor during this process.

-Student will demonstrate to supervisor the ability to evaluate results that test the efficacy of interventions used and monitor successes, failures, and progress in achieving *client and constituency* outcomes.

-Student will discuss with field instructor information learned about specific evaluation methods from social work coursework. Student will then identify specific evaluation method(s) to be used to determine the effectiveness of intervention(s) *with clients and constituencies* (Pre/Post tests, client survey, etc.).

-Student will utilize supervision to reflect upon and critically evaluate social work practice skills. Student will apply supervisor feedback to improve their practice skills with *agency clients and constituencies*.

-Student will meet with *clients and constituencies* to evaluate progress, identifying areas of strengths utilized to achieve change or identify barriers that have impeded on progress. Student will discuss evaluation with field supervisor.

-Student will develop brief survey of *client and constituency* satisfaction with *agency services* based on Evidenced Based Practice for conducting client surveys. Student will seek supervisor and *agency* approval prior to administering the survey. Student will review evaluation outcomes with field instructor and *agency* staff.

-During weekly supervision, student will discuss *client and constituency* progress and any dilemmas presently experienced in practice (i.e., boundaries, vicarious trauma, transference etc.).

**BSW Final Evaluation** To be completed at the end of the semester.

**Task Supervisor Evaluation** (If applicable, not all students have a Task Supervisor)

Please comment on:

- 1) Student's accomplishments and general performance
- 2) Student's strengths
- 3) Student's challenges and areas for further growth
- 4) Other comments

Task Supervisor signature: \_\_\_\_\_

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

**BSW Field Instructor's Evaluation**

Please comment on:

- 1) Student's accomplishments and general performance
- 2) Student's strengths

**3) Student's challenges and areas for further growth**

**4) Other comments**

***Final Evaluation Signatures***

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Field Seminar Instructor: \_\_\_\_\_ Date: \_\_\_\_\_



**School of Social Work – Field Education**  
**MSW Generalist Practice Field Placement – SOCW 6940**  
**LEARNING AGREEMENT and EVALUATION**

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Student Name \_\_\_\_\_ Banner ID # \_\_\_\_\_

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Semester \_\_\_\_\_ Year \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

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

Faculty Field Liaison: \_\_\_\_\_

**Starting Plan Approval:** Please sign at the beginning of the semester to indicate that you have reviewed and accepted the plan:

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Student \_\_\_\_\_ Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Field Instructor \_\_\_\_\_ Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Task Supervisor (if applicable) \_\_\_\_\_ Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Faculty Field Liaison \_\_\_\_\_ Date

## 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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
Behaviors	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.					
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.					
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.					
4. Use technology ethically and appropriately to facilitate practice outcomes.					
5. Use supervision and consultation to guide professional judgment and behavior.					
<p><b><i>Directions for Competencies 1-9: Students need to modify each selected activity so that it corresponds with their learning needs, agency services, and the population served. Students are required to modify the words in italics so that they are more specific to the agency/client population.</i></b></p> <p><b><i>Suggested Learning Activities: (Select and Modify at least five activities)</i></b></p> <p>-Student will be knowledgeable of available <i>community</i> resources for <i>clients</i> and will demonstrate to supervisor an understanding of an effective referral process.</p>					

- Student will keep notes on own behavior and thoughts during (or after) *client meeting*. Reflect with supervisor on how personal assumptions impact professional conduct and interactions with *clients*.
- Student will discuss needed areas of growth in supervision and work on strategies toward growth.
- Student will discuss with supervisor the appropriate roles and boundaries of a student intern; practice behaviors that demonstrate commitment to appropriate roles and boundaries (e.g. not exchanging personal contact information with clients; being mindful of use of social media, etc.).
- Student will illustrate effective written communication, in all *documentation, professional correspondence, treatment plans, and reports*. Student will seek feedback during weekly supervision.
- Student will use clear, appropriate, and understandable language when communicating with *staff and clients*. Student will seek regular feedback from their field supervisor about areas of growth in their professional communication skills.
- Student will exhibit a professional attitude by arriving to the *Field Practicum Site* dressed appropriately, with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and willing to seek out opportunities for new learning. Student will seek feedback regarding their professionalism during weekly supervision.
- Student will present to weekly supervision meetings prepared (Bring an agenda with list of topics/cases to discuss, report back on learning activities, share reflections from week, etc.)
- Student will assess, implement and make recommendations for *clients* as necessary and verbalize to supervisor how the process of making recommendations occurs within *the agency*.
- Student will treat *clients and staff* in a respectful and non-judgmental manor and will demonstrate positive relationship-building communication with *staff and clients*. Student will seek feedback on these skills during weekly supervision.
- Student will review *agency policy and procedures manual* and will discuss areas that need further clarification with supervisor.
- Student will investigate resources and participate in an event that supports lifelong learning (ex. *NASW chapter events, continuing education opportunities, workshops, and trainings*). Student will discuss experience and areas of new learning with their field instructor.
- Student will consider and discuss with Field Instructor boundary and confidentiality issues related to use of personal social media and electronic communication including *agency* policy and expectations. Student will adhere to all *agency*, NASW Code of Ethics, and School of Social Work mandates concerning use of email, text, personal devices, internet and social media. Student will discuss appropriate use of technology with supervisor.
- Student will review the NASW Code of Ethics and will discuss with their field instructor how they are integrating its principles and values into their social work practice with *their client population*.
- Student will discuss with their field instructor how social work values and ethics relate to the *agency's mission, policies and practice*.
- In supervision, the student will compare and contrast how the ethics of *the field agency* aligns with the social work code of ethics and their own beliefs.
- Student will utilize self-awareness to discuss in supervision how their thoughts, perceptions, and personal biases affect their interactions with *clients and client systems*.
- In supervision, the student will identify *agency & client* ethical dilemmas caused by external factors (funding cuts, insurance, etc.)

## 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.

Behaviors	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.					
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.					
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.					

### **Suggested Learning Activities: (Select and Modify at least three activities)**

- Student will review and discuss NASW's Cultural competency standards with Field Instructor and will incorporate these expectations/practice behaviors into their practice with *agency clients*.
- Student will discuss the similarities and differences each *client* brings to the *agency* from a strengths-based perspective and review in weekly supervision
- Student will seek feedback from their field instructor to develop appropriate strategies for managing biases effectively in order to practice with their *client population* without discrimination.
- Student will be able to work *with clients* of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues. Student will process client interactions with field instructor.
- Student will assess and discuss in supervision the impact of current *agency* policy and procedures on diverse populations.
- Student will be able to discuss in supervision the impact of culturally diverse factors has on *clients* at all system levels (micro, mezzo, and macro).
- Student will demonstrate effective and culturally competent interviewing skills with *agency clients* and will seek feedback during weekly supervision.



### 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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
Behaviors	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.					
10. Engage in practices that advance social, economic, and environmental justice.					

#### **Suggested Learning Activities: (Select and Modify at least two activities)**

- Student will identify forms of oppression/discrimination that their *clients* experience and discuss with supervisor.
- Student will identify common economic barriers to care of the *clients of their agency* and will discuss with Field Instructor.
- Student will identify the institutionally embedded barriers to an individual *client's* progress and will discuss them with Field Instructor.
- Student will attend a *public hearing or organizational meeting* focused on increasing social and economic justice and will discuss and process experience with supervisor.
- Student will be able to identify *agency* policies and structures that adversely affect *client systems* and discuss finding and recommendations in supervision.

### 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.

	Evaluation of Student Performance
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Behaviors	(to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
11. Use practice experience and theory to inform scientific inquiry and research.					
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.					
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.					

**Suggested Learning Activities:***(Select and Modify at least three activities)*

- Student will solicit feedback from field instructor and *agency* staff to learn about effective forms of intervention used with *client population*.
- Student will read professional journal articles relevant to *agency population* and discuss findings with field instructor.
- Student will analyze evidence-based methods being utilized within *the agency* and discuss the effectiveness of these methods with my supervisor
- Student will compare practice experience with *client population* to class material and discuss during supervision.
- Student will collect *client* feedback, analyze results, and make recommendations for improvements based on the data. Student will discuss recommendation with field supervisor.
- Student will engage and partner with diverse and marginalized *community constituents* to define, assess, plan and address community needs via participatory action research and practice. Student will discuss progress and seek feedback during weekly supervision.

**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 macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Behaviors	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding

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

**Suggested Learning Activities: (Select and Modify at least two activities)**

- Student will research a minimum of one policy that directly affects the well-being of *client population* and then will discuss impact of this policy on clients and policy change ideas with Field Instructor.
- Student will research, observe, and participate in client advocacy activities supported by the *agency* which promote benefits for at risk populations. Student will discuss their impressions and effectiveness of advocacy activities with supervisor.
- Student will write a letter to a state or federal representative about a social policy that negatively or positively affects the *client population*. Student will seek feedback from supervisor regarding content of the letter.
- Student will analyze the social policies, laws, practices that impact the *client system or delivery of services* and discuss with field instructor.
- Student will discuss in supervision the potential impact that policies can have on client outcomes of the *agency*.
- Student will verbalize to supervisor an understanding of the impact of policy changes over time on the role of the social worker in the *agency* and on the services provided to *clients at the agency*.

**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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
Behaviors	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding

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

**Directions for Competencies 6-9: After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Example: Student will seek feedback from supervisor about ways to build rapport and trust with the students and families of Pitt County Schools. I, F**

**Suggested Learning Activities: (Select and Modify at least four activities)**

- Student will seek feedback from supervisor about ways to build rapport and trust with *clients and constituencies*
- Student will identify areas of comfort and discomfort in *client and community engagement* and discuss in supervision.
- Student will use interpersonal skills when engaging with *clients and constituencies* such as: reflective listening, empathy, open ended questions, content clarification, seeking feedback, and appropriate confrontation and problem solving. Student will seek feedback from supervisor regarding utilization of these skills.
- Student will demonstrate growing effectiveness in relationship building and sustaining skills with *clients and constituencies* as observed by supervisor
- Student will demonstrate appropriate boundaries and engage in strength-based partnerships with *clients and constituencies* as observed by supervisor.
- Student will discuss with supervisor the appropriate level of participation when attending *agency and community meetings*. Field supervisor will observe student interaction and provide feedback.
- Student will interview a *community member* to learn about the culture, economic, political, and historical influences on the *community*. Field supervisor will identify appropriate community member(s) to interview, and the student will discuss interview findings with their supervisor.
- Student will visit and interview a *provider at another community agency* with whom the *field agency* frequently works with to learn about the interagency relationship. Student will discuss interview findings with their supervisor.
- Student will attend a *community coalition/consortium meeting* that is relevant to the services for the *client population of the agency*. Student will discuss in supervision possible advocacy issues related to client service.

## **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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
<b>Behaviors</b>					
19. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.					
20. 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.					
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.					
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.					

**After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Suggested Learning Activities: (Select and Modify at least four activities)**

- Student will conduct a *client and family assessment* by completing a genogram and an Eco map. Student will then interpret data gathered from these assessment tools during supervision.
- Student will develop a written *assessment* that includes client's strengths and areas of growth and will seek feedback from their supervisor.
- Student will complete a strength-based *assessment*, will secure informed consent to request data from outside sources (family, friends, service providers, community agencies), and will request this documentation in a timely manner and will seek feedback from their supervisor.
- Student will appropriately gather information and formulate written *assessments about individuals, families, and/or groups* and will seek feedback from their supervisor.
- Student will conduct an *assessment* based on the needs of *the clients the agency serves* and determine the potential benefits of developing a group as an intervention to address these needs. Student will discuss completed assessment and intervention recommendation with supervisor.

- Student will identify *group* strengths, needs, challenges, goals, and objectives and will discuss findings with their supervisor.
- Student will use the systems perspective to identify the impact diversity has on shaping *client* experiences and discuss with supervisor how interventions are adapted to value the diversity of clients.
- Student will use the strengths perspective when assessing *clients* and utilize strengths to develop mutually agreed-on intervention goals and objectives. Student will seek feedback during weekly supervision.
- Student will create a list of unmet needs of the *individuals, families, groups, and community* that they work with. Student will then identify with their supervisor which services need to be developed to meet these needs.
- Student will assess *a particular agency program/service by obtaining client, staff, and community feedback* and will discuss assessment findings with supervisor.
- Student will identify *agency* strengths, needs, challenges, goals, and objectives by researching the *agency's* history, mission, community relations, funding and will discuss findings with their supervisor.
- Student will identify *community* strengths, needs, challenges, goals, and objectives through their work with *agency clients, collection of demographic data of the community, reading local community news, and attending community* meetings and will discuss findings with their supervisor.
- Student will conduct *a focus group with clients and community stakeholders* to assess organizational strengths and needs. Student will discuss findings with their supervisor and recommend strategies to improve practice effectiveness.

**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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
<b>Behaviors</b>					
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.					
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other					

multidisciplinary theoretical frameworks in interventions with clients and constituencies.					
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.					
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.					
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.					

**After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Suggested Learning Activities: (Select and Modify at least four activities)**

- Student will effectively facilitate *groups at micro, mezzo, and/or macro levels*. Student will seek feedback during weekly supervision.
- Student will observe, reflect, and apply practice skills that assist *clients and constituencies* to enhance their well-being from a strengths-based perspective. Student will seek feedback from supervisor.
- Student will work with *clients and constituencies* to develop an intervention plan and will discuss plan in supervision.
- Student will consult with field instructor to propose tentative treatment recommendations for a *client or client system*.
- Student will be able to develop measurable objectives designed to meet agreed upon goals for a *client or client system*. Student will seek feedback from supervisor.
- Student will be able to describe selected interventions for *clients and constituencies* and discuss with field instructor why a particular strategy has been chosen.
- Student will consult with their supervisor to connect *clients and constituencies* to appropriate resources to promote goal attainment.
- Student will co-lead a *support group for agency clients* and will discuss group interventions and dynamics during weekly supervision.
- Student will discuss with field instructor empirically based professional literature related to possible interventions to be used with the *agency/organization's clients and constituencies*.
- Student will provide ongoing case management for at least *two clients*. Student will seek feedback during weekly supervision.
- Student will identify community resources commonly used by the *agency*. Student will demonstrate to supervisor an understanding of the services provided and the appropriate referral policies and procedures.
- Student will develop and provide a presentation on a *relevant topic to agency staff, community group or other identified audience*. Field supervisor will observe and provide feedback on the presentation.
- Student will develop interventions that demonstrate to field instructor an understanding of the diverse needs of the *clients and constituencies the agency* serves without assumptions, bias or judgements.
- Student will write a letter to a legislator to educate them on how a current bill may impact *the clients and constituencies served by the agency*. Student will seek feedback from field supervisor regarding content of the letter and possible outcomes of the bill.

## 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.

Behaviors	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
28. Select and use appropriate methods for evaluation of outcomes.					
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.					
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.					
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.					

**After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Suggested Learning Activities: (Select and Modify at least three activities)**

-Student will maintain communication and follow-up *with clients and constituencies* to monitor progress and determine outcomes. Student will evaluate the effectiveness of their efforts during supervision.

- Student will review *client and constituency* progress throughout termination phase and will prepare *client and constituency* for final sessions/meetings. Student will consult with supervisor during this process.

-Student will demonstrate to supervisor the ability to evaluate results that test the efficacy of interventions used and monitor successes, failures, and progress in achieving *client and constituency* outcomes.

-Student will discuss with field instructor information learned about specific evaluation methods from social work coursework. Student will then identify specific evaluation



method(s) to be used to determine the effectiveness of intervention(s) *with clients and constituencies* (Pre/Post tests, client survey, etc.).

- Student will utilize supervision to reflect upon and critically evaluate social work practice skills. Student will apply supervisor feedback to improve their practice skills with *agency clients and constituencies*.
- Student will meet with *clients and constituencies* to evaluate progress, identifying areas of strengths utilized to achieve change or identify barriers that have impeded on progress. Student will discuss evaluation with field supervisor.
- Student will develop brief survey of *client and constituency* satisfaction with *agency services* based on Evidenced Based Practice for conducting client surveys. Student will seek supervisor and *agency* approval prior to administering the survey. Student will review evaluation outcomes with field instructor and *agency* staff.
- During weekly supervision, student will discuss *client and constituency* progress and any dilemmas presently experienced in practice (i.e., boundaries, vicarious trauma, transference etc.).

**MSW Final Evaluation** To be completed at the end of the semester.

**Task Supervisor Evaluation** (If applicable, not all students have a Task Supervisor)

Please comment on:

- 1) Student's accomplishments and general performance
- 2) Student's strengths
- 3) Student's challenges and areas for further growth
- 4) Other comments

Task Supervisor signature: \_\_\_\_\_

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

**MSW Field Instructor's Evaluation**

Please comment on:

- 1) Student's accomplishments and general performance
- 2) Student's strengths
- 3) Student's challenges and areas for further growth
- 4) Other comments

***Final Evaluation Signatures***

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Field Seminar Instructor: \_\_\_\_\_ Date: \_\_\_\_\_



School of Social Work – Field Education

MSW Specialized Practice Field Placement –

SOCW 6950 and SOCW 6960

LEARNING AGREEMENT and EVALUATION

Student Name \_\_\_\_\_ Banner ID # \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

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

Faculty Field Liaison: \_\_\_\_\_

**Starting Plan Approval:** Please sign at the beginning of the semester to indicate that you have reviewed and accepted the plan:

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Student \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Task Supervisor (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Faculty Field Liaison \_\_\_\_\_ Date \_\_\_\_\_

## Competency 1 - Demonstrate Ethical and Professional Behavior

Clinical-community practitioners understand the values of the profession and of the clinical-community framework. Clinical-community practitioners understand the values of the profession and of the clinical-community framework. Practitioners understand the values, differences, and compliments between and within social justice and relational ethics. Practitioners recognize personal values and the distinction between personal and professional values within a relational practice model. They also understand how their relational abilities and limitations influence their professional judgment and behavior within clinical-community practice. Practitioners understand the profession's history, its mission, and the roles and responsibilities of the profession. Practitioners also understand the role of other professions when engaged in inter-professional teams. Practitioners recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Practitioners also understand emerging forms of technology and the ethical use of technology in social work practice.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
Behaviors					
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, Relational Ethics, and relevant laws and regulations.					
2. Use reflection and self-regulation to manage personal values and maintain professionalism in clinical-community practice situations.					
3. Demonstrate relational abilities in behavior; appearance; and oral, written, and electronic communication.					
4. Use technology ethically and appropriately to facilitate relational practices.					
5. Use supervision and consultation to enhance relational abilities and maintain a focus on clinical-community practice.					
6. Create and engage in self-care strategies to manage compassion fatigue and reduce burnout.					
<p><b><i>Directions for Competencies 1-9: Students need to modify each selected activity so that it corresponds with their learning needs, agency services, and the population served. Students are required to modify the words in <u>italics</u> so that they are more specific to the agency/client population.</i></b></p> <p><b><i>Suggested Learning Activities: (Select and Modify at least five activities)</i></b>                      -Student will be knowledgeable of available <i>community</i> resources for <i>clients</i> and will demonstrate to supervisor an understanding of an effective referral process that includes relational practices.</p>					

- Student will keep notes on own behavior and thoughts during (or after) *client meeting*. Reflect with supervisor on how personal assumptions impact professional conduct and interactions with *clients* and community partners.
- Student will discuss needed areas of growth in utilizing clinical-community practice with a relational perspective during supervision and work on strategies toward growth.
- Student will discuss with supervisor the appropriate roles and boundaries of a student intern and demonstrate a commitment to appropriate roles and boundaries while using relational practices.
- Student will illustrate effective written communication, in all *documentation, professional correspondence, treatment plans, and reports*. Student will seek feedback during weekly supervision.
- Student will use clear, appropriate, and understandable language when communicating with *staff and clients*. Student will seek regular feedback from their field supervisor about areas of growth in their professional communication and relational skills.
- Student will utilize clinical-community practice with a relational perspective to assess, implement and make recommendations for *clients* and verbalize to supervisor how the process of making recommendations occurs within *the agency*.
- Student will treat *clients and staff* in a respectful and non-judgmental manor and will demonstrate positive relationship-building communication with *staff and clients*. Student will seek feedback on their relational skills during weekly supervision.
- Student will review *agency policy and procedures manual* and will discuss areas that need further clarification with supervisor.
- Student will investigate resources and participate in an event that supports lifelong learning (ex. *NASW chapter events, continuing education opportunities, workshops, and trainings*). Student will discuss experience and areas of new learning with their field instructor.
- Student will consider and discuss with Field Instructor boundary and confidentiality issues related to use of personal social media and electronic communication including *agency policy* and expectations to facilitate relational practices.
- Student will adhere to all *agency, NASW Code of Ethics, and School of Social Work mandates* concerning use of email, text, personal devices, internet, and social media. Student will discuss appropriate use of technology with supervisor in order to facilitate relational practices.
- Student will review the NASW Code of Ethics and will discuss with their field instructor how they are integrating its principles and values into their clinical-community practice with *their client population*.
- Student will discuss with their field instructor how social work values and ethics relate to the *agency's mission, policies, and clinical-community practice*.
- In supervision, the student will compare and contrast how the ethics of *the field agency* aligns with the social work code of ethics and their own beliefs.
- Student will utilize self-awareness to discuss in supervision how their thoughts, perceptions, and personal biases affect their interactions and relational practices *with clients and client systems*.
- Student will apply clinical-community practice with a relational perspective during supervision, to identify *agency & client ethical dilemmas* caused by external factors (funding cuts, insurance, etc.)
- Student will develop a self-care plan and will regularly assess the effectiveness of their self-care strategies while monitoring for signs of compassion fatigue during weekly supervision.

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

Clinical-community practitioners 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. Practitioners 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. Practitioners following a clinical-community perspective also understand that at the same time, there are various 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 in clinical settings.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
Behaviors	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
7. Communicate an understanding of the importance of diversity and difference in shaping life experiences and apply to clinical-community practice.					
8. Present themselves as learners and relationally engage clients and constituencies as experts of their own experiences.					
9. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.					

**Suggested Learning Activities: (Select and Modify at least three activities)**

- Student will review and discuss NASW's Cultural competency standards with Field Instructor and will incorporate these expectations/practice behaviors into their clinical-community practice with *agency clients*.
- Student will discuss the similarities and differences each *client* brings to the *agency* from a strengths-based and relational perspective and review in weekly supervision
- Student will seek feedback from their field instructor to develop appropriate strategies for managing biases effectively in order to practice with their *client population* without discrimination and to facilitate relational practices.
- Student will be able to work *with clients* of various cultural, ethnic and racial backgrounds and with a variety of problems and value-sensitive issues. Student will process client interactions and relational practices with field instructor.
- Student will apply clinical-community practice with a relational perspective to assess and discuss in supervision the impact of current *agency* policy and procedures on diverse populations.
- Student will utilize a clinical-community framework to discuss in supervision the impact culturally diverse factors have on *clients* at all system levels (micro, mezzo, and macro).
- Student will utilize relational practices to demonstrate effective and culturally competent interviewing skills with *agency clients* and will seek feedback during weekly supervision.

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

Clinical-community practitioners understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Practitioners 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, relational ethics and capacities, and human rights. Practitioners 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. Practitioners understand strategies that seek to intervene on a relational level and address relational ethics, as well as understanding the difference between relational ethics and social justice action.

Behaviors	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
10. Apply their understanding of social, economic, and environmental justice to advocate for human rights in clinical-community practice.					
11. Engage in relational practices that advance social, economic, environmental justice, and respect relational ethics.					

**Suggested Learning Activities: (Select and Modify at least two activities)**

- Student will utilize a clinical-community framework to identify forms of oppression/discrimination that their *clients* experience and will apply relational ethics to discuss with supervisor.
- Student will utilize a clinical-community context to identify common economic barriers to care of the *clients of their agency* and will apply relational ethics to discuss with Field Instructor.
- Student will utilize a clinical-community perspective to identify the institutionally embedded barriers to an individual *client's* progress and will apply relational ethics to discuss these barriers with Field Instructor.
- Student will attend a *public hearing or organizational meeting* focused on increasing social and economic justice and will apply relational practices and ethics to process the experience with supervisor.
- Student will be able to identify *agency* policies and structures that adversely affect *client systems* and will utilize a clinical-community framework to discuss findings and recommendations in supervision.

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

Clinical-community practitioners understand clinical-community based research methods, its role in advancing social work knowledge and in evaluating relational practice. Practitioners know and can apply the ABCD model and other participatory research approaches recognizing that they are culturally informed and ethical approaches to building knowledge. Practitioners understand that the evidence that informs clinical-community practice derives from multi-disciplinary sources and

multiple ways of knowing. Practitioners have an awareness of the research knowledge base, understand, and consider multidisciplinary sources and multiple ways of knowing to identify strengths and limitations of theories/models of practice and critically evaluate their applicability to disempowered populations. They also understand the processes for translating research findings into effective clinical community practice.

Behaviors	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
12. Apply the ABCD model and other participatory approaches to build knowledge and advance clinical-community practices.					
13. Apply knowledge from other disciplines to information clinical-community practices.					
14. Engage in advanced critical thinking in analysis of research methods and specifically in consideration of the role of participatory research methods.					
15. Use the research knowledge base, previous experience, client/research participant feedback and cultural context, and practice wisdom to critically select and implement theories/models of practice with various target groups including disempowered populations.					

**Suggested Learning Activities:(Select and Modify at least three activities)**

- Student will solicit feedback from field instructor and *agency* staff to learn about effective forms of clinical-community interventions used with *client population*.
- Student will read professional journal articles relevant to *agency population* and discuss findings with field instructor while utilizing a clinical-community perspective.
- Student will analyze evidence-based methods being utilized within *the agency* and discuss the effectiveness of these methods utilizing a clinical-community framework with their supervisor
- Student will compare clinical-community practice experience with *client population* to class material and discuss during supervision.
- Student will collect *client* feedback, analyze results, and make recommendations for improvements based on the data and relational practice. Student will discuss recommendation with field supervisor.
- Student will engage and partner with diverse and marginalized *community constituents* to apply the ABCD model and other participatory approaches to build knowledge, address community needs and advance clinical-community practices. Student will discuss progress and seek feedback during weekly supervision.

**Competency 5 - Engage in Policy Practice**

Clinical-community practitioners understand that human rights, social justice, social welfare, clinical and direct practice are mediated by policies and its implementation at the global, federal, state, local, and organizational levels. Practitioners understand their role in policy development and



implementation within their clinical-community practice settings and they actively engage in policy practice to effect change within those settings, and on a relational level. Practitioners 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.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
<b>Behaviors</b>					
16. Identify social policy at the organizational, local, state, federal, and global level that impacts well-being, service delivery, and access to social services.					
17. Assess how social welfare and economic policies impact the delivery of and access to social services.					
18. Apply advanced critical thinking to analyze, formulate, and advocate for policies that advance human rights, social, economic, and environmental justice, and relational capacities.					

**Suggested Learning Activities: (Select and Modify at least two activities)**

- Student will research a minimum of one policy that directly affects the well-being of *client population* and then will discuss impact of this policy on clients and will use a clinical-community perspective to discuss policy change ideas with Field Instructor.
- Student will use a relational perspective to research, observe, and participate in client advocacy activities supported by the *agency* which promote benefits for at risk populations. -- Student will discuss their impressions and effectiveness of advocacy activities with supervisor.
- Student will use relational practices to write a letter to a state or federal representative about a social policy that negatively or positively affects the *client population*. Student will seek feedback from supervisor regarding content of the letter.
- Student will utilize a clinical-community framework to analyze the social policies, laws, practices that impact the *client system or delivery of services* and discuss with field instructor.
- Student will apply a clinical-community perspective to discuss in supervision the potential impact that policies can have on client outcomes of the *agency*.
- Student will apply a relational perspective to verbalize to supervisor an understanding of the impact of policy changes over time on the role of the social worker in the *agency* and on the services provided to *clients at the agency*.

**Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities.**

Clinical-community practitioners highly value relationships and their growth producing outcomes. Practitioners understand that building rapport and a working alliance is an ongoing and primary practice within a relational practice. Practitioners understand that this engagement is enacted on all levels (micro, mezzo and macro) and with all levels in consideration, regardless of the level of current engagement. Practitioners understand the concept of clinical-community practice

from a relational perspective, and critically evaluate and apply this knowledge to all practice. Practitioners understand use-of-self strategies to engage diverse clients and constituencies to advance practice effectiveness.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
Behaviors					
19. Engage in rapport building and use of self to engage constituents and clients in relationships that enhance outcomes.					
20. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic relationship.					
21. Apply knowledge of the clinical community from a relational perspective to engage with clients and constituencies.					
22. Use authenticity, mutual empathy, mutual empowerment, boundaries, reflection, and personal attributes to effectively engage diverse clients and constituencies.					

**Directions for Competencies 6-9:** After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.

**System Levels:** I-individuals F-families G-groups O-organizations C-communities

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Example:** Student will seek feedback from supervisor about ways to build a therapeutic relationship, with strong rapport and trust with the students and families of Pitt County Schools. I, F

**Suggested Learning Activities:** (Select and Modify at least four activities)

- Student will seek feedback from supervisor about ways to build a therapeutic relationship, with strong rapport and trust with *clients and constituencies*
- Student will identify areas of comfort and discomfort in *client and community engagement* and discuss in supervision.
- Student will use interpersonal skills when engaging with *clients and constituencies* such as: reflective listening, empathy, open ended questions, content clarification, seeking feedback, and appropriate confrontation and problem solving. Student will seek feedback from supervisor regarding utilization of these skills and their capacity to build relationships.
- Student will demonstrate growing effectiveness in relationship building and sustaining skills with *clients and constituencies* as observed by supervisor.
- Student will demonstrate appropriate boundaries and engage in strength-based partnerships with *clients and constituencies* as observed by supervisor.

- Student will discuss with supervisor the appropriate level of participation when attending *agency and community meetings*. Field supervisor will observe student interaction and provide feedback.
- Student will interview a *community member* to learn about the culture, economic, political, and historical influences on the *community*. Field supervisor will identify appropriate community member(s) to interview, and the student will utilize to a clinical-community context to discuss interview findings with their supervisor.
- Student will visit and use relational practices to interview a *provider at another community agency* with whom the *field agency* frequently works with to learn about the interagency relationship. Student will discuss interview findings with their supervisor.
- Student will attend a *community coalition/consortium meeting* that is relevant to the services for *the client population of the agency*. Student will use a clinical-community perspective to discuss in supervision possible advocacy issues related to client service.

### Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities.

Clinical-community practitioners understand that assessment is an ongoing process. Practitioners utilize theories of human behavior and the social environment, clinical-community practices, and relational theory, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Practitioners understand various methods of assessment with diverse clients and constituencies to advance practice effectiveness. Practitioners recognize the implications of the larger practice context in the assessment process even at the individual level and value the importance of inter-professional collaboration in this process. Practitioners attend to how their personal values, experiences, and contexts impact their assessments and decision-making.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
Behaviors					
23. Relationally gather, critically analyze, and organize information to interpret it for assessment purposes.					
24. Apply knowledge of human behavior and the social environment, the clinical-community framework, and relational theory in the analysis of assessment information.					
25. Develop mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges within clients and the SWOT of constituencies.					
26. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.					

**After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Suggested Learning Activities: (Select and Modify at least four activities)**

- Student will conduct a *client and family assessment* by completing a genogram and an Eco map. Student will apply a clinical-community framework, and relational theory in the analysis of the assessment information and will discuss assessment with their field instructor.
- Student will utilize a clinical-community perspective to develop a written *assessment* that includes client's strengths and areas of growth and will seek feedback from their supervisor.
- Student will use a clinical-community framework to complete a strength-based *assessment*, will secure informed consent to request data from outside sources (family, friends, service providers, community agencies), and will request this documentation in a timely manner and will seek feedback from their supervisor.
- Student will use a clinical-community framework, and relational theory to appropriately gather information and formulate written *assessments about individuals, families, and/or groups* and will seek feedback from their supervisor.
- Student will use a clinical-community approach to conduct an *assessment* based on the needs of *the clients the agency serves* and determine the potential benefits of developing a group as an intervention to address these needs. Student will discuss completed assessment and intervention recommendation with supervisor.
- Student will use relational theory to identify *group* strengths, needs, challenges, goals, and objectives and will discuss findings with their supervisor.
- Student will use the clinical-community and systems perspective to identify the impact diversity has on shaping *client* experiences and discuss with supervisor how interventions are adapted to value the diversity of clients.
- Student will use relational theory and the strengths perspective when assessing *clients* and utilize strengths and the therapeutic relationship to develop mutually agreed-on intervention goals and objectives. Student will seek feedback during weekly supervision.
- Student will use a clinical-community context to create a list of unmet needs of the *individuals, families, groups, and community* that they work with. Student will then identify with their supervisor which services need to be developed to meet these needs.
- Student will complete a SWOT analysis of *a particular agency program/service* by using relational practices in obtaining client, staff, and community feedback and will discuss assessment findings with supervisor.
- Student will use a clinical-community perspective to identify *agency* strengths, needs, challenges, goals, and objectives by researching the *agency's* history, mission, community relations, funding and will discuss findings with their supervisor.
- Student will use a clinical-community approach to identify *community* strengths, needs, challenges, goals, and objectives through their work with *agency clients, collection of demographic data of the community, reading local community news, and attending community* meetings and will discuss findings with their supervisor.
- Student will use relational theory to conduct *a focus group with clients and community stakeholders* to assess organizational strengths and needs. Student will discuss findings with their supervisor and will apply clinical-community perspective to recommend strategies to improve practice effectiveness.

**Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities.**

Clinical-community practitioners understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse clients and constituencies. Practitioners apply theories of human behavior and the social environment, clinical-community practices, and relational theory to effectively intervene with clients and constituencies. Practitioners understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Practitioners value the importance of interprofessional teamwork and communication in interventions.

Behaviors	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
27. Critically choose and implement interventions to co-exist with client needs, achieve mutually established goals, and enhance capacities of clients and constituencies.					
28. Apply knowledge of human behavior and the social environment, clinical-community practices, and relational theory in interventions with clients and constituencies.					
29. Use inter-professional collaboration to achieve beneficial practice outcomes.					
30. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.					
31. Facilitate effective transitions and endings that advance mutually agreed-on goals.					

**After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Suggested Learning Activities: (Select and Modify at least four activities)**

- Student will use relational practices to effectively facilitate *groups at micro, mezzo, and/or macro levels*. Student will seek feedback during weekly supervision.
- Student will observe, reflect, and apply clinical-community practice skills that assist *clients and constituencies* to enhance their well-being from a strengths-based and relational perspective. Student will seek feedback from supervisor.
- Student will use a clinical-community perspective to work with *clients and constituencies* to develop an intervention plan and will discuss plan in supervision.
- Student will consult with field instructor to propose tentative treatment recommendations for a *client or client system* that uses a clinical-community approach.
- Student will use relational theory to develop measurable objectives designed to meet agreed upon goals for a *client or client system*. Student will seek feedback from supervisor.

- Student will be able to describe selected clinical-community interventions for *clients and constituencies* and discuss with field instructor why a particular strategy has been chosen.
- Student will consult with their supervisor and use relational practices to connect *clients and constituencies* to appropriate resources in order to enhance capacities and promote goal attainment.
- Student will use a relational approach to co-lead a *support group for agency clients* and will discuss group interventions and dynamics during weekly supervision.
- Student will discuss with field instructor empirically based professional literature related to possible clinical-community interventions to be used with the *agency/organization's clients and constituencies*.
- Student will use relational theory provide ongoing case management for at least *two clients*. Student will seek feedback during weekly supervision.
- Student will identify community resources commonly used by the *agency*. Student will demonstrate to supervisor an understanding of the services provided and the appropriate referral policies and procedures using relational practices.
- Student will develop and provide a presentation on *a relevant topic to agency staff, community group or other identified audience*. Field supervisor will observe and provide feedback on the presentation.
- Student will develop clinical-community interventions that demonstrate to field instructor an understanding of the diverse needs of the *clients and constituencies the agency* serves without assumptions, bias, or judgements.
- Student will use relational practices to write a letter to a legislator to educate them on how a current bill may impact *the clients and constituencies served by the agency*. Student will seek feedback from field supervisor regarding content of the letter and possible outcomes of the bill.

**Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**

Clinical-community practitioners understand that practice and program evaluation are ongoing and vital to effective practice. Practitioners recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Practitioners understand theories of human behavior and the social environment, clinical-community practices, and relational theory and critically evaluate and apply this knowledge in evaluating outcomes. Practitioners understand a variety of research methods and how to select them for evaluating outcomes and practice effectiveness.

	Evaluation of Student Performance (to be completed by the Field Instructor)				
	Unsatisfactory	Needs Improvement	Satisfactory	Advanced	Outstanding
<b>Behaviors</b>					
32. Select and use appropriate methods for evaluation purposes.					
33. Apply knowledge of human behavior and the social environment, clinical-community practices, and relational theory in the evaluation of outcomes.					

34. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.					
35. Apply evaluation findings to improve practice effectiveness in clinical-community practice.					

**After each selected activity indicate which system level is addressed (I, F, G, O, or C). An activity can address one system level or multiple system levels.**

**System Levels: I-individuals F-families G-groups O-organizations C-communities**

**All 5 systems levels need to be addressed at least once in the chosen activities.**

**Suggested Learning Activities: (Select and Modify at least three activities)**

- Student will use relational practices to maintain communication and follow-up *with clients and constituencies* to monitor progress and determine outcomes. Student will evaluate the effectiveness of their efforts during supervision.
- Student will use a clinical-community approach to review *client and constituency* progress throughout termination phase and will prepare *client and constituency* for final sessions/meetings. Student will consult with supervisor during this process.
- Student will demonstrate to supervisor the ability to evaluate results that test the efficacy of clinical-community interventions used and monitor successes, failures, and progress in achieving *client and constituency* outcomes.
- Student will discuss with field instructor information learned about specific evaluation methods from social work coursework. Student will then identify specific evaluation method(s) to be used to determine the effectiveness of intervention(s) *with clients and constituencies* (Pre/Posttests, client survey, etc.).
- Student will utilize supervision to reflect upon and critically evaluate clinical-community practice skills. Student will apply supervisor feedback to improve their practice skills with *agency clients and constituencies*.
- Student will use a relational perspective when meeting with *clients and constituencies* to evaluate progress, identifying areas of strengths utilized to achieve change or identify barriers that have impeded on progress. Student will discuss evaluation with field supervisor.
- Student will develop brief survey of *client and constituency* satisfaction with *agency services* based on Evidenced Based Practice for conducting client surveys. Student will seek supervisor and *agency* approval prior to administering the survey. Student will use a clinical-community framework to review evaluation outcomes. Student will discuss evaluation findings and recommendations to improve practice effectiveness with field instructor and *agency* staff.
- During weekly supervision, student will use a clinical-community approach to discuss *client and constituency* progress and any dilemmas presently experienced in practice (i.e., boundaries, vicarious trauma, transference etc.).

**MSW II Final Evaluation** To be completed at the end of the semester.

**Task Supervisor Evaluation** (If applicable, not all students have a Task Supervisor)

Please comment on:

**1) Student's accomplishments and general performance**

**2) Student's strengths**

**3) Student's challenges and areas for further growth**

**4) Other comments**

Task Supervisor signature: \_\_\_\_\_

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

**MSW II Field Instructor's Evaluation**

Please comment on:

**1) Student's accomplishments and general performance**

**2) Student's strengths**

**3) Student's challenges and areas for further growth**

**4) Other comments**

***Final Evaluation Signatures***

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Field Seminar Instructor: \_\_\_\_\_ Date: \_\_\_\_\_