

**Concordia University Wisconsin  
Field Education Manual 2020 – 2021  
Bachelor of Social Work Program (BSW)**

*For I know the plans I have for you, declares the LORD, plans to prosper you  
and not to harm you, plans to give you hope and a future. Jeremiah 29:11*

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\* Contents of the Field Manual are subject to change.

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## Concordia University 2020 – 2021

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August 24, 2020

Dear Students, Instructors, Supervisors and Staff,

Welcome to Social Work Field Education, also known as the *Signature Pedagogy of the field of Social Work*. The BSW program was established at Concordia University in 1978. The program is accredited by the Council on Social Work Education (CSWE) through June 2026. This Field Education Manual has been designed as a guide for student interns, Field Instructors, task supervisors, and other field agency staff. It is your primary guide for field-related information including policies and procedures, roles and responsibilities, and standard forms used in the field.

It is the responsibility of all persons involved in field instruction to be familiar with the manual, and to keep it as a reference.<sup>1</sup> Any questions should be directed to the BSW Field Coordinator, Nichole Ostrowski, [nichole.ostrowski@cuw.edu](mailto:nichole.ostrowski@cuw.edu), the BSW Program Directors, Dr. Sarah Collins, [sarah.collins@cuw.edu](mailto:sarah.collins@cuw.edu) at CUW or Professor Eric Shanborn, [eric.shanborn@cuaa.edu](mailto:eric.shanborn@cuaa.edu), or to the Chair of the Department of Social Work, Dr. Charnetta Gadling-Cole, [charneta.gadling-cole@cuw.edu](mailto:charneta.gadling-cole@cuw.edu).

All BSW students are required to abide by policies set forth in the Student Handbook and the Field Manual. Professional conduct is expected at all times and compliance with the NASW Code of Ethics, the CUW Student Code of Conduct, and the Department of Social Work Code of Conduct, and the Department of Social Work's Professional Standards Policy.

The BSW program is designed to prepare students for generalist social workers for work with individuals, families, communities and organizations. The BSW curriculum will provide you with knowledge, methods and skills used in social work practice. It is considered the knowledge base of the profession, and a knowledge base that every social worker has when graduating from a CSWE accredited program.

With this knowledge base, graduates are able to respond to a wide range of social problems and work in multiple areas of practice. As a professional social worker, the BSW graduate is prepared for graduate-level work in an MSW program. The BSW graduate is eligible to request advanced standing, reducing the credits required for the MSW degree by one year. CUW has an MSW program and welcomes the Department's BSW graduates to apply for advanced standing. As a professional social worker upon graduation, we are confident that you will represent well Concordia University and the Christian Faith.

Sincerely,

Dr. Sarah Collins, DSW, MSW  
BSW Program Coordinator, Concordia University Wisconsin

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<sup>1</sup> Contents of the Field manual are subject to change.

## Mission Statements

***Concordia University System Mission and Purpose:*** Concordia University System builds national identity, enables cooperative endeavors and enhances the strength of the colleges and universities of the Lutheran Church – Missouri Synod as they engage students of diverse ages and cultures in quality, Christ-centered, value-oriented, Lutheran higher education for lives of service to church and community.

***Concordia University Wisconsin Mission Statement.*** Concordia University is a Lutheran higher education community committed to helping students' development in mind, body, and spirit for service to Christ in the church and the world.

***The School of Health Professions (SHP) Mission.*** The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

***CUW Department of Social Work BSW Program Mission.*** To prepare graduates for baccalaureate level, generalist, Social Work practice, within the context of faith, service and social justice.

## Generalist Practice

Generalist Social Work practitioners work with individuals, families, groups, communities, and organizations in a variety of Social Work settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of the client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Social Workers also embrace six core values. These values are *service, social justice, the dignity and worth of each person, the importance of human relationships, integrity, and competence.*

## BSW Program Goals

1. Prepare students for professional generalist practice.
2. Prepare students for practice within the nine areas of competency as defined by the Council on Social Work Education (CSWE).

3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

## **Resources to Review in the Social Work Student Handbook**

Before proceeding, please review the following sections of your Social Work Student Handbook, as they are equally important and apply to your Field Experience, as well as the rest of your Social Work Program and studies.

- NASW Code of Ethics
- Grievance Policies and Procedures
- Harassment Policy
- Concordia University Policies
- Social Work Student Rights and Responsibilities
- Termination Policies
- Service Learning and IPE Requirements

## **CSWE Competencies**

The BSW program is accredited by the Council on Social Work Education (CSWE). All accredited programs strive to assist students in the development of the nine (9) competencies and their associated behaviors. The competencies and behaviors are consistent with the goals of the BSW program and are as follows:

### **Competency 1 - Demonstrate Ethical & Professional Behavior**

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

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

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

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



and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social Workers:

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

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

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

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

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

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

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

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

Social Workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

Social Workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social Workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social Workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social Workers:

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

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

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

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

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

Social Workers understand that assessment is an ongoing component of the dynamic and interactive process of Social Work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior

and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social Workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social Workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social Workers:

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

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

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaborations as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

- Facilitate effective transitions and endings that advance mutually agreed-on goals

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

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

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

## **Field Placement Policies & Procedures**

The following sections outline the policies and procedures that inform and guide field placements. If you have any questions regarding these sections or anything within this manual, please contact the Field Coordinator.

### **Code of Ethics**

The faculty of the Department of Social Work adhere to the NASW Code of Ethics and expects all BSW students to conduct themselves in accordance with the Code of Ethics at all times. The Code of Ethics can be found at <http://www.naswdc.org> and students will receive a hard copy with this manual.

### **The Field Instruction Sequence: General Information**

Traditional students begin the field instruction sequence in the fall semester of the senior year. Accelerated students begin field instruction after the completion of all required foundation courses. Students complete both semesters of their field education at the same agency. During both semesters, students spend approximately 14 hours per week at the agency for a minimum total 200 hours per semester and a total of 400 clock hours of field instruction for the academic year. Students make a commitment to remain with the agency until the end of each semester. In the spring semester, students are **REQUIRED** to remain at their field placement until May 1<sup>st</sup>.

Traditional students begin their field placement at the start of their senior year and are required to enroll in SW 327 Field Education I for the fall semester and SW 427 Field Education II for the spring semester. Accelerated students begin their field placement after the completion of all required foundation courses and are required to enroll in SW 327 Field Education I, and SW 427 Field Education II the subsequent term. Each field education course is equivalent to three (3) credit hours. Students earn six (6) credit hours for the field education component of their Social Work education. Concurrent to each field education class, students enroll in the seminar sequence of SW 328 Field Seminar I and SW 428 Field Seminar II, earning three (3) credits per course. The seminar format provides for the integration of field experiences with classroom learning through discussion and assignments. In the traditional students' second semester of senior year, they will also be enrolled in SW 490 Senior Integrative Seminar, an integrating course for field education and previous Social Work classes. Accelerated learning students will be enrolled in SW 490, Senior Integrative Seminar, after completion of their field internship.

*Prior* to enrolling in the field instruction, students will have successfully completed the following Social Work courses with a "C" or better:

SW 225 Social Work & Social Welfare\*

SW 235 Introduction to Child Welfare\*

SW 306 Social Welfare Policy & Programs

SW 326 & 426 Skills & Methods of Social Work Practice I & II

SW 346 & 347 Human Behavior & the Social Environment I & II

SW 310 & 410 Research Methods I & II

SW 436 Skills & Methods of Social Work Practice III (Accelerated Students only)

\*Previously SW 100 Introduction to Social Work and SW 205 Introduction to Social Welfare

The students' goal in the field instruction sequence is to achieve competence at the beginning level of professional Social Work practice.

Field instruction is limited to traditional and accelerated students who are formally admitted to the Social Work program and have completed all prerequisites for Field Education, including maintaining the program's minimum GPA requirements. Program admission requires a minimum cumulative GPA of 2.5 and a 2.75 GPA in Social Work classes, a written application including a personal narrative, and a personal interview. *Admitted students must maintain the program's minimum GPA requirements in order to be given or remain in a field placement.* Students are also required to submit a background check within 45 days of beginning an internship.

### **Field Placement Sites**

The Department of Social Work has developed field placement sites to meet the learning needs and interests of the BSW students. These agencies and organizations have agreed to interview students for possible field placements. We are able to work with and develop contracts

with agencies in many communities, where students are residing and with agencies that will assist the student in pursuing a practice interest.

### **Reasonable Efforts for Field Placement**

The Department of Social Work will make reasonable efforts to work with a student to find a suitable field placement, but does not guarantee an internship for students. Should a student not be accepted for a field placement after reasonable efforts by the school, a Formal Student Review will be initiated by the Field Coordinator. Reasonable efforts for a placement in an internship are considered to be:

- Offering the student three (3) field placement referrals, all of which the student refuses
- Three (3) post-interview rejections of a student by potential field agencies
- A student refuses (3) offers for a field placement

### **Field Education Hour Requirements**

Field agencies are an integral part of the BSW student's education. Field education is considered the signature pedagogy of Social Work. It provides the student with supervised professional practice, making it a valuable cornerstone in Social Work education. Field education allows students to develop practice skills and apply Social Work theory to real life practice situations. Augmented by professional supervision in the field and academic mentoring through field seminar classes, BSW students learn to develop useful skills and begin to establish their professional identities. Over the course of two semesters in one field placement, students complete a total of at least 400 clock hours as student interns. Students are expected to complete 200 hours in both semesters, and are expected to make up any missed or rescheduled field days within two weeks. All field hours **MUST** be completed by the last day of finals week. In the event of extenuating circumstances, and field hours have not been completed by the last day of finals week, a student review may occur at the discretion of the BSW Coordinator.

### **Selection of Field Placement Agencies**

The criteria listed below are consistent with guidelines from the Council on Social Work Education (CSWE) and with the mission of Concordia University's BSW program. The BSW program seeks formal affiliations with public and private non-profit agencies whose policies and programs are consistent with the mission of the Social Work program. In addition, community agencies and organizations are selected based on their ability to provide learning opportunities in which students gain practice experience through guided instruction and supervision in activities and settings that reflect the learning needs for foundation level students.

The following criteria are used to assess an organization's capacity to provide appropriate field placements:

1. Commitment to actively participate as a community partner with Concordia University in providing generalist learning experiences for students giving them the opportunity to practice Social Work activities with supervision.

2. The agency's mission, purpose and practice are compatible with the NASW Code of Ethics.
3. The agency adheres to a non-discrimination policy with respect to race, age, color, religion, national origin, gender, disability, sexual orientation, veteran status or disability.
4. Willingness to assign activities to students that meet the behaviors associated with the nine (9) competencies at the generalist level of education.
5. The agency has a Social Work focus.
6. Provides an on-site BSW Field Instructor with a minimum of two years of post BSW experience in a Social Work position, and has an expertise in the supervised areas of practice. There may be exceptional situations when an on-site BSW Field Instructor is not available, but unique learning opportunities are available within an agency. In those situations, the Field Coordinator will work with the agency to locate an off-site supervisor to provide the necessary supervision. The decisions will be made on a case-by-case basis. In situations where the supervisor does not meet the two-year practice requirement and off-site supervisor is unavailable, the Field Coordinator will supplement the supervision of the student as needed through more frequent contact with the student and the supervisor. Consultation with the Department of Social Work Advisory Board may occur in order to determine if any other supervision resources are available for the placement.
7. The agency allows time for the Field Instructor to provide the student with a minimum of one hour per week of individual supervision, to read and evaluate the student's progress, and to participate in the universities sponsored orientation and trainings.
8. The field agency completes and renews the necessary paperwork and documentation required of all field agencies.
9. The willingness and time to devote to students. Students are placed in one agency internship for two consecutive semesters during the academic year. Only in extenuating circumstances will a student leave a placement before the internship is complete.
10. The ability to serve in a teaching, mentoring and modeling role with students, organize learning tasks, and assist in the development and evaluation of the student/agency learning contract.
11. As available, provides opportunities for students to learn about and practice with persons from marginalized populations including, for example: Native Americans, persons of color, people with disabilities, LGBTQ persons, older adults, persons living in poverty, abused or neglected children, persons diagnosed with a mental illness, persons who are homeless, victims of domestic violence, survivors of human trafficking, and other underserved populations.
12. Provides the necessary structure and supports to enhance student learning such as administrative support and assistance, i.e., a desk, a phone, private space to see clients, etc.
13. Be free of any NASW sanctions and any licensing sanctions if applicable.

## **Process for Selection of Field Agencies**

The potential field agency's capability to provide the necessary learning experiences and supervision is assessed and approved by the Field Coordinator. The process is as follows:

1. Potential field placement agencies can be identified by community members, Social Work faculty, students, and members of the Department of Social Work Advisory Board.
2. Identified agencies are sent information about the BSW program along with criteria for selection of field placement sites.
3. Potential field placement sites meet with the Field Coordinator to further discuss the placement opportunity and agency requirements.
4. An important determination is the agency's ability to provide the necessary learning experiences, time, and resources to meet the educational needs of students. A determination is made concerning the appropriateness of the learning experiences and availability of qualified Field Instructors.
5. If this determination is mutually acceptable to the agency and the Field Coordinator, University contracts for field placement are provided and signed by the agency and University leadership. When all required signatures are received, the agency and the University each receive a copy of the contract with original signatures.
6. Field Instructor Credential forms will be completed and submitted at the same time the contracts are being completed.
7. Students will interview with the agency. It is the agency's decision to accept a student intern. If the agency agrees to accept the student and the student accepts the placement, the Field Coordinator finalize all details related to placement.

## **Selection of Field Instructors and Task Supervisors**

### ***Field Instructors***

The significance of the field experience as preparation for professional Social Work practice requires those responsible for supervising the student to have appropriate Social Work qualifications. To meet the challenges of educating Social Work students, the Field Instructor should have earned at least one degree from a CSWE accredited Social Work program (BSW or MSW). If the Field Instructor does not have this background, other arrangements may be established to provide a Social Work focus.

The BSW/MSW Field Instructor contracts with the University and student to teach and monitor learning processes and practice in the field agency and in the community. It is essential that they have sanction of the placement agency and the Department of Social Work to serve in this capacity. Additional criteria for selection of Field Instructors include:

- An interest, willingness and availability to work with students
- Ability to organize learning tasks and serve in a teaching role in generalist Social Work practice
- Holds a BSW and/or MSW from a CSWE accredited program



- Has a minimum of two years post BSW/MSW Social Work practice experience
- Has experience and expertise in the type of Social Work practice(s) in which supervision is needed
- If possible, has at least one year of supervision, field instruction, or task supervision experience
- Supportive of the Department of Social Work BSW program
- Has the capacity to stimulate and support students in the learning process
- Free of any NASW sanctions and Social Work licensing standards violations

### ***Task Supervisors***

In some situations a task supervisor may be assigned to work alongside a BSW Field Instructor to provide support and task supervision for the BSW student. This may occur when the task supervisor has expertise in a certain area related to the student's learning goals, but they may not have the degree or qualifications to provide sole field instruction. In other instances, a task supervisor may work in coordination with an off-site Field Instructor (see policy on the selection of an off-site Field Instructors). If there is an off-site Field Instructor, the task supervisor serves as the day-to-day supervisor, mentor and teacher. The Field Instructor and the task supervisor should meet a minimum of one time each month. The student is primarily responsible to the Field Instructor for completion of the Learning Contract. It is important for the Task Supervisor and the Field Instructor to work together closely to ensure that learning objectives are being monitored and satisfactorily achieved. Criteria for selection of task supervisors include:

- An interest and willingness to work with the student and Field Instructor in developing learning activities and monitoring student progress toward these goals
- Experience and expertise in areas of practice designated within the learning contract
- Skill in teaching
- Ability to conceptualize and apply concepts consistent with the theoretical framework

Field Instructors and task supervisors must have a completed Field Instructor Information form on file with the CUW Department of Social Work to provide documentation of their credentials.

### **Criminal Background Check/Drug and Alcohol Screening**

It is the Policy of the School of Health Professions that every student must complete a criminal background check by the agency identified by the University. Traditional students and Accelerated students will complete the background check within 45 days prior to the start of their field placement. Students are responsible for paying for the background check and for providing access to the report to the Department of Social Work.

Students need to be aware that certain convictions may preclude a student from being accepted into a placement. Depending on the seriousness of the conviction, the student may also be prohibited from seeking licensure and/or certification in the State of Wisconsin and other

states. Placement agencies have the right to decline a student for acceptance as a student intern. Students who are unable to obtain a placement may not successfully complete the Bachelor of Social Work (BSW) program. In addition to the University's background check, students may be subject to a background check and/or a drug and alcohol screening at their placement location.

If a student has concerns related to results of the background check, they should contact the Field Coordinator at the Mequon Campus and/or their Admissions Counselor at the Accelerated Learning Centers PRIOR to the background screening. Students may also contact the Social Worker Licensure Board with specific questions. Once the background check is completed, should anything occur that would affect the outcome of a background check, students must notify the Field Coordinator or Admissions Counselor as soon as possible.

## **Roles and Responsibilities**

### ***Student Responsibilities***

The student is the central person in the field placement experience and is expected to play an active role in planning and implementing his/her learning experiences in the field practicum. They are expected to actively seek out the types of learning experiences that will help integrate the classroom learning and enable the development and expansion of professional skills. The student is expected to mutually engage in this process with the Field Instructor.

The following specific student responsibilities are important for creating optimal learning conditions in the field, the classroom and the CUW Social Work Environment:

1. Familiarity with the BSW Field Manual and Student Handbook, CSWE competencies, NASW Code of Ethics, theoretical frameworks, and CUW/AA and the Department of Social Work's Codes of Conduct.
2. Follows the Department of Social Work's timelines in completion of all requirements for field instruction including, but not limited to the following:
  - Background check completed within 45 days of internship start.
  - The *Learning Contract* must be completed by the **date indicated in the SW 327 and SW 427 Field Education syllabi and submitted** to the faculty instructor.
  - Midterm placement evaluations completed **by the date indicated in SW 327 and SW 427 Field Education syllabi**.
  - Final evaluations completed **by the date indicated in SW 327 and SW 427 syllabi**.
  - If a student leaves a field placement prior to completion, a final evaluation will be required.
  - Verification of Hours form submitted by the date indicated in the syllabus.
3. Actively participate in the field placement by identifying his/her learning needs and preferences.

4. Conducts oneself in a manner that demonstrates respect for and accountability to the field placement agency, client systems, the community, and professional student colleagues as described in CUW and the Department of Social Work's Codes of Conduct.
5. Abides by field agency policies and procedures.
6. Adheres to the *NASW Code of Ethics* surrounding confidentiality and privacy laws and guidelines related to client data and information, and professional behavior.
7. Adherence to the attendance policies for seminars and placements as established by the program.
8. Prepares for and actively participates in weekly field supervision and self-assessment.
9. Initiates and follows through with all learning activities developed in collaboration with agency Field Instructor.
10. Completes adequate reflections for learnings which document the quality and effectiveness of the student's work as well as progress toward achieving the competency behaviors. This information is shared with the Field Instructor.
11. Meets all obligations to the field placement agency, its clients, and community members and tracks and records practice hours within the field placement agency.
12. Seeks assistance from the agency Field Instructor, Faculty Instructor and the Field Coordinator if problems arise. The student is responsible for taking such action as soon as any concerns arise.
13. Takes responsibility to receive and respond to email at the CUW/AA email address.
14. Takes responsibility for being present at the agency when scheduled and for being on time.
15. Dress appropriately according to the nature of the field setting.
16. Participate fully in planned activities including conferences, seminars, and work assignments.
17. Call the agency if unable to report to work. Plans for making up the time must be made with the agency supervisor *within two weeks of absence*.
18. Students are allowed up to two (2) absences from their placement each semester.
19. Adhere to the holiday policy: university holidays and vacations will be observed, however the student needs to discuss holidays and vacation days with the Field Instructor in advance. The student may choose to work during the holidays, university breaks, or on weekends. Liability insurance remains in place when CUW/AA is not in formal session.
20. Provide or make arrangements for transportation connected to field placements.
21. Ask questions of the Field Instructor in a timely manner when uncertain, confused, or frustrated.
22. Follow confidentiality guidelines established by the agency and adhere to professional ethics as defined in the *NASW Code of Ethics*.
23. Complete journal assignments as outlined in syllabus and submit them to the assigned Faculty Instructor

24. Attend and participate in weekly field seminar class and adhere to policies and procedures that are detailed in the Seminar syllabus.
25. Actively participate in indirect service activities (such as planning and organizational tasks) that are appropriate for Social Workers.
26. Students are subject to the authority, policies, and regulations of the University. During their field placement, they are also subject to the same applicable rules, regulations and policies as are established for agency employees in matters relating to the welfare of clients.
27. Students are expected to assume new responsibilities and to take appropriate risks that will enhance learning. A successful placement is the result of the student's demonstration of skills, behavior, knowledge, and initiatives.
28. Students are **not** employees of the agency. Students have the status of learners, and will not replace agency personnel, nor give service to clients apart from their field placement responsibilities.

### ***Agency Responsibilities***

A successful field placement experience is directly correlated with a strong and effective working relationship between the Department of Social Work and the field agency and staff. The success of the partnership is dependent on the commitment of the field agency to provide a quality field experience, the skills of the Field Instructor and task supervisor, and the support from the Department of Social Work. The following outlines the key responsibilities of the field agency, the Field Instructor, and task supervisor.

By agreeing to host a BSW field student, the agency agrees to the following specific responsibilities:

1. Completes the paperwork to document the suitability of the field placement, the Field Instructor's credentials, and the agency's policy of non-discrimination.
2. Provides a qualified Field Instructor in accordance with guidelines set forth by the Department of Social Work.
3. Provides the necessary time for the Field Instructor and task supervisor to complete their responsibilities related to the field instruction.
4. Provides the student with the necessary supports to complete their field placement including work space and administrative support.
5. Relates to the student in their student learner role and not as though they were a paid employee.
6. Offers the student opportunities to integrate the nine (9) competencies and associated behaviors through learning activities, and within an organizational structure.
7. Familiarizes the student with the agency's personal safety policies and protocol. It is assumed that all human service agencies have policies and procedures to ensure the personal safety of staff and clients.

8. Understands that students are not employees of the agency. Recognizes that students have the status of learners and will not utilize the intern to replace agency personnel or expect that they will give service to clients apart from their field placement responsibilities.

### ***Field Instructor & Task Supervisor Responsibilities***

Field Instructors are primarily responsible for educating Social Work students in the context of the field placement. The Department of Social Work looks to Field Instructors to provide a variety of learning experiences for their students. Ideally, the undergraduate Social Work student will receive a broad experience with their field placement. The process of teaching requires thought, planning, and creativity. Assignments for the student will be influenced by the service demands of the agency. Field Instructors are expected to provide opportunities to help students move toward increasing autonomy as learners, to develop accountability as professional Social Workers, and to assist students in taking responsibility for their own learning.

The functions and responsibilities of the Field Instructor are as follows:

1. Introduce the student to staff members and provide an orientation to the field setting, familiarizing the student with:
  - a. The functions, policies, and goals of the department, agency, and institution.
  - b. The relationship of the agency to the community and other agencies.
  - c. The agency's expectations of the student.
2. Develop a learning climate and environment for the student in the agency through a learning/teaching plan or structure.
3. Give assignments consistent with the skills of a generalist Social Worker and designed to promote the student's learning and professional development.
4. Provide the student the opportunity to observe other staff members at work in specific situations (i.e., interviewing and other Social Work tasks).
5. Arrange for the student to attend staff and interdisciplinary meetings when appropriate.
6. Arrange for weekly supervisory conferences with the student to discuss the application of basic Social Work concepts, values, and skills in field assignments.
7. Give the student an opportunity to work with individuals, families, groups, and in the community.
8. Serve as a professional role model.
9. Provide ongoing supervision and evaluations of the student throughout the placement.
10. Participate in two or three-way conferences with student, Faculty Instructor, and/or Field Coordinator as scheduled throughout the semester. Conferences can be scheduled as in-person meetings or as conference calls.
11. Prepare mid-term and final evaluation of student's performance.
12. Recommend a grade for the student's performance; however, the final grade will be determined by the Faculty Instructor.
13. Inform the Field Coordinator and Faculty Instructor of any problems or questions *as soon as they become evident*.

14. When possible, participate in meetings or seminars offered by the Department of Social Work.

### ***BSW Field Coordinator Responsibilities***

The functions and responsibilities of the BSW Field Coordinator are as follows:

1. Assure that students assigned to the agency will meet the academic standards of the University.
2. Assume responsibility for the approval of student learning experiences in accordance with the policies of the University and the agency.
3. Orient Field Instructors one month prior to the internship start date and review the Field Manual, focusing on various topics: Field Instructor responsibilities, student professional behavior, Learning Contract activities to meet the Competencies, Recording for Learning (RFL) process, and the EXXAT Learning Management System. If a Field Instructor is unable to attend the group orientation, an individual meeting will be scheduled for the dissemination of information.
4. Promote three-way open communication between students, Field Instructors and BSW Field Coordinator related to suggestions for improving aspects of the field experience and dealing with student limitations. Student limitations will be addressed through a joint plan designed to meet this limitation.
5. Intervene when requested or needed to resolve any conflicts related to the field program that may arise between and among students, Field Instructors, community members or faculty.
6. Withdraw any student from the agency for reasons of health and/or performance provided that such request is not based upon unlawful discrimination.

### ***Faculty Instructor Responsibilities***

The functions and responsibilities of the Faculty Instructor are as follows:

1. Coordinate the process of preparing students for field assignments. The Faculty Instructor facilitates the field experience and provides information to students and agencies in this process.
2. Assume responsibility for the approval of student learning experiences in accordance with the policies of the University and the agency.
3. Orient students during Field Seminar Class to the field placement and review the Field Manual, focusing on various topics including: student responsibilities, professional behavior, Learning Contract, Recording for Learning (RFL) process, and Verification of Hours.
4. Monitor the progress of students through in-person student evaluation meetings held at the Field Agency. Telephone contact will occur as needed to meet the students' and Field Instructors' needs.

5. Monitor the progress of students through weekly student contact through the Seminar case consultation.
6. Provide a grade to each student for the Field Education classes at the end of the semester. The final grade is based upon the Field Instructor's evaluation, the student's progress towards the goals of their Learning Contract, and the meetings held with the student and Field Instructor during the placement. Ultimately, the determination of the final grade is the responsibility of the Faculty Instructor.

### **Attending Conferences as Field Time**

While completing the internship, students may have the opportunity to attend professional conferences, seminars, trainings, or other type of professional development activities. If these activities relate to the learning contract and competencies, and support professional growth and development, the student may include the hours spent in these activities toward the internship hours. **As soon as possible prior to the activity, the student should consult with their individual Field Instructor, the BSW Field Coordinator, and/or Faculty Instructor for permission.** The Department encourages and supports student growth in multiple ways, and supports participation in professional development activities.

### **The Learning Contract**

The student learning contract is initially developed at the beginning of the fall semester. The student's level of goal achievement and learning needs will be reviewed at regular intervals: Fall Final Evaluation; Beginning of Spring Semester; Spring Mid-Term Evaluation and Spring Final Evaluation. The contract and its reviews are due **by the date indicated in the SW 327 and SW 427 syllabi**. The learning contract reflects the Council on Social Work Education competencies. The contract should be developed by the student in consultation with the Field Instructor and Faculty Instructor. The student has ultimate responsibility for the contract and its timely completion.

The Learning Contract needs to reflect desirable, achievable goals. Time frames should be noted next to the goals under each Competency. It is helpful to have goals that are concrete and measurable, as this can serve as a benchmark for competency in the field experience. An example of a student learning contract will be posted on Blackboard. Students are advised to consult the supervisor to incorporate any agency-specific goals. The learning contract must be submitted to the **Faculty Instructor as indicated in the SW 327 and SW 427 syllabi**. Late submissions will result in a lower grade if the learning contract is not received by the date outlined in the Field Education Syllabus. This document serves as the basis for discussion at each field conference visit. The learning contract is to be signed by the student, Field Instructor, and Faculty Instructor.

The on-site visits by the Faculty Instructor will take place two times during the course of the field placement. Visits are a combination of in-person visits and conference calls, depending on the needs of the student and the agency. Recently recruited agencies may need more in-person

contact until they develop a routine in working with students. Additional visits are at the discretion of the Faculty Instructor.

The purpose of the site visit/conference calls are to confirm, clarify, or modify goals and ways of meeting the goals. This is done through sharing, questioning, and feedback. The Learning Contract is a working document that is the basis for the conference and one method used to evaluate the student's progress in the field experience. Prior to the site visit, the evaluation should be completed so a dialogue can take place regarding the student's field performance. The Faculty Instructor is responsible for setting up a date and time that is agreeable to all participants involved with the site visit.

### **Student Evaluation**

Performance evaluation is an ongoing process that starts with the student's first day of field placement and culminates in a final written assessment at the conclusion of the semester. Evaluation provides students with a regular and predictable time when issues are discussed, performance is assessed, and goals are reviewed and defined. It occurs in both verbal and written formats.

Ongoing evaluation will take place during weekly scheduled supervision sessions between the student and Field Instructor. The evaluation is the Field Instructor's assessment of the student's progress as well as the identification of where further improvement is needed. A student will be evaluated on the basis of personal and professional growth observed by the Field Instructor relative to the CSWE Competencies.

The required written evaluations occur twice each semester, at mid-term and at the completion of each semester. These evaluations are completed by the Field Instructor in collaboration with the student. The evaluation should not be a surprise to the student. Field Instructors and students need to respond to all sections of the evaluation, unless the section does not apply to the student's current placement activities, the section should be marked "NA." However, there should be a discussion to determine if there are ways that the student will have this experience at a future date. The student's section needs to reflect specific learning processes that support the CSWE standards.

### **Assessment of Competency/Dimensions**

The Department of Social Work assesses nine competencies. The Dimensions for assessment include knowledge, values, skills, and cognitive/affective responses. Dimension definitions for the evaluation of competency in field education are provided below. A 5-point Likert Scale to complete the assessment of each competency is also provided.

### **Dimension Definitions**

- **Knowledge:** Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty,



enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.

- **Values:** Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.
- **Skills:** Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses:** Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.

**Competency Rubric for the Evaluation of Student Performance:** Field Instructor's, please use the following Likert Scale to evaluate student performance in each of the competencies listed below.

### 5 point Likert Scale

1=*incomplete*. The student does not demonstrate competency.

2=*developing*. The student demonstrates beginning levels of competency.

3=*accomplished*. The student demonstrates academic integration of dimensions for competency.

4=*practice level*. The student demonstrates applied competency.

5=*exceeds expectations*. The student has advanced knowledge/skills and exceeds entry level practice expectations.

*n/a*=The student has not had the opportunity for completion.

Assignments and activities identified in the learning contract and evaluation are planned for the duration of the field placement. Not all assignments are addressed during every evaluation period. When an assignment/activity has not been addressed or is not complete a rating of *n/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

Evaluations will not be accepted which have not been fully completed. Hours must be entered into the EXXAT Learning Management System or The Verification of Hours form needs to accompany the semester evaluation, and include the hours worked with the Field Instructor's signature next to all entries. Students and Field Instructors are required to sign the evaluation to indicate the evaluation has been read and discussed. If the student is not in agreement with the evaluation, a statement indicating "non-agreement" should be made by the student on the evaluation form.

The Faculty Instructor reviews all field materials and confers with the student and Field Instructor on the required documents. The Faculty Instructor assigns the grade for the Field Education Class the student is to receive from the field experience. **A student who receives a "B-" or lower in the field experience will automatically be subject to a student review with the BSW Program Director and BSW Field Coordinator.** The purpose of this meeting is to

assist the student in identifying methods that can result in a successful field experience. A student will need to bring a formal written statement of concrete solutions they feel will assist them in having a successful field experience.

### **Student Review and Termination from Field**

Because the field placement has consequences that also affect the well-being of clients, students who receive a grade less than “**B-**” in their field placement or miss **more than two days** of their scheduled hours may be terminated from the program. Special circumstances will be considered at the discretion of the BSW Program Coordinator. The Faculty Instructor has the responsibility for determining the final grade for the Field Education Class. Therefore, throughout the field placement process any concerns about student functioning should be addressed. This is especially the case during the midterm and final evaluation meetings with the student, Field Instructor, and Faculty Instructor. If a student receives less than a “**B-**” at the midterm or final evaluation, a student review will result.

All field hours **MUST** be completed by the last day of finals week. In the event of extenuating circumstances, and field hours have not been completed by the last day of finals week, a student review may be requested at the discretion of the BSW Field Coordinator.

The student review begins with a written notice by the BSW Program Director outlining the concerns regarding the student’s performance in field. The student will then be required to attend a formal student review. During the review meeting, issues associated with field, concerns, and options will be assessed. The student will bring a written plan of corrective action to the meeting. The individuals invited to the student review will include the student, the Field Coordinator, Faculty Instructor, and the BSW Program Director. Options as a result of the student review include:

1. Return to placement with a written plan of action in place.
2. Dismissal from the current field placement with an opportunity to repeat the field sequence. The field sequence can be repeated only one time in a future semester. Failure to receive a “**B**” or higher in a second placement will result in dismissal from the Social Work major.
3. Immediate dismissal from the Social Work major.

If a student has been *terminated* from the field placement as a result of conduct, excessive tardiness, absences, unprofessional behavior or any reason beyond expected professional behavior, the student is not guaranteed another field placement.

If the student is given the opportunity for a second field placement, the Department cannot guarantee a placement can be located, and cannot guarantee the placement will be in the same academic year. A student may need to wait until the following academic year to be placed in another agency, due to the date the student review occurs, the nature of the issue that created the termination, and the availability of appropriate field agencies willing to take a student intern.

The recommendations of the BSW Coordinator, Faculty Instructor, and Field Coordinator in attendance at the student review may be:

1. The student must wait until the next academic year before a placement will be attempted again.
2. The student be given the opportunity to seek counseling or other corrective measures before another field placement can be attempted.

All field placements for CUW students must be within the State of Wisconsin and students at CUAA must be within Michigan, unless otherwise approved and. Please note that agencies who accept student interns are volunteers who have agreed to provide students with a valuable field experience. The agency is not required to continue with student interns if they feel the student is not appropriate for their field setting. Agencies have the right to fire interns or terminate the internship for any reason they deem necessary.

## **Safety Issues**

### **Guidelines for Risk Prevention and Management Strategies for Social Work Interns**

With increasing concerns about violence in American society, safety issues and the potential for violence affect both Social Workers and the clients they serve.

Students will need to work with their agency in identifying policy and procedures related to field safety. Every agency will be somewhat different and the student needs to become familiar with the specific agency policy. Most agency policies will:

- Provide guidelines and resources to increase safety awareness among Social Work students.
- Help students to be better prepared to handle potentially dangerous situations.
- Stimulate discussion among students, faculty, and Field Instructors about the presence of violence in Social Work settings.
- Provide strategies and/or training that can be utilized to reduce the risk of violence.
- Provide general guidelines for risk reduction and dealing with potentially violent or dangerous situations.
- Suggest general risk reduction guidelines for Social Work students.

Agency policy and safety risk factors will be discussed in field experience seminar class. It is very difficult to predict when dangerous behavior will occur. Should a student experience a situation where he/she feels at risk or unsafe, the student needs to notify the Field Instructor as soon as possible, if not immediately. In addition, the student needs to contact either the BSW Coordinator, or the Field Coordinator immediately.

### **The goals of risk prevention and management strategies should be to:**

- Protect the student, staff, and others in the environment.
- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally, rather than in actions.

Each field situation is unique. Appreciate realistic limitations. Keep your work area as safe as possible. When needed, alert available staff members that assistance may be required before entering a potential crisis situation. Always let your Field Instructor know when you leave the agency to make a home visit or off site meeting, and at what time they can expect you to return.

### **General Personal Risk Reduction Guidelines for Social Work Students:**

Social Work students find themselves in all sorts of situations in various locations during their field placements. The following guidelines may help you reduce your personal risk to unwanted situations.

**Awareness** – You must be aware of where you are and what is going on around you.

**Body Language** – Walk confidently and be alert; keep your head up; stand straight.

**Environment** – Be aware and think. Don't walk alone in an unfamiliar area, if possible.

**Vehicle Safety** – Park your car in the agency lot or designated “safe” parking area. Lock your car. Do not park in alleys or side streets; use main streets. Be particularly aware of your parking situations while on field visits or in unfamiliar neighborhoods.

**Cell Phone** – Always carry the agency issued phone and/or your personal cell phone in your front pocket, not buried in a purse or bag. Make sure it is fully charged and do not hesitate to use it in an emergency.

## **On-Line Resources**

Students are encouraged to visit the following websites, as well as search the internet for additional material that may be helpful.

**NASW** – Social Work Safety

[www.socialworkers.org/pressroom/events/safety1006/default.asp](http://www.socialworkers.org/pressroom/events/safety1006/default.asp)

**NASW** – Code of Ethics

<http://www.socialworkers.org/pubs/code/default.asp>

**CSWE** – 2015 Educational Policy

<http://www.cswe.org/file.aspx?id=79793>

**Department of Social Work** – Field Experience

<https://www.cuw.edu/programs/socialwork/fieldwork.html>

## **Appendices**

Appendix A—Field Instructor Information Form

Appendix B—Student Learning Contract and Evaluation Form

Appendix C—Verification of Field Hours Form

Appendix D—Student Evaluation of Field Placement

Appendix E—Résumé Sample – BSW Graduate

Appendix F—Department of Social Work Professional Readiness Checklist & Code of Conduct

Appendix G—Student Acknowledgement Form

## Appendix A—Field Instructor Information Form

### DEPARTMENT OF SOCIAL WORK FIELD INSTRUCTOR INFORMATION

The Council on Social Work Education (CSWE) requires our program keep documentation on field instructors. This form will only need to be completed once and kept on file electronically.

Name (Print) \_\_\_\_\_

Agency/Organization: \_\_\_\_\_

Agency Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Agency Phone Number: \_\_\_\_\_

Agency Email Address: \_\_\_\_\_

How long have you been in your current positions? \_\_\_\_\_

How long have you been in the field of Social Work? \_\_\_\_\_

Education:

Baccalaureate Degree:                      Y BSW              Y Other \_\_\_\_\_

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

Year of Graduation: \_\_\_\_\_

Master's Degree: (if applicable)              Y MSW              Y Other: \_\_\_\_\_

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

Year of Graduation: \_\_\_\_\_

Doctoral Degree: (if applicable)

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

Year of Graduation: \_\_\_\_\_

Professional Licensing:

License & Number: \_\_\_\_\_ Year Obtained: \_\_\_\_\_

State held: \_\_\_\_\_

Area(s) of Specialization:

\_\_\_\_\_  
\_\_\_\_\_

Supervision:

How many BSW/MSW students have you supervised? \_\_\_\_\_

Theoretical Perspective(s) used:

\_\_\_\_\_  
\_\_\_\_\_

Activities Used in Supervision: (i.e. individual, group, case study, joint sessions, etc.)

\_\_\_\_\_  
\_\_\_\_\_

Please attach a copy of your professional résumé and/or copy of your school diploma of your highest Social Work degree.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Appendix B – Student Learning Contract and Field Evaluation

### CONCORDIA UNIVERSITY WISCONSIN DEPARTMENT OF SOCIAL WORK

#### BACHELOR OF SOCIAL WORK (BSW) STUDENT LEARNING CONTRACT AND FIELD EVALUATION

Academic Year: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Student ID: \_\_\_\_\_

Evaluation Period:

Fall Semester: (Initial) \_\_\_\_\_ (Mid-term) \_\_\_\_\_ (Final) \_\_\_\_\_

Spring Semester: (Initial) \_\_\_\_\_ (Mid-term) \_\_\_\_\_ (Final) \_\_\_\_\_

Placement Site: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Title/Position: \_\_\_\_\_

Faculty Instructor: \_\_\_\_\_

Cumulative Hours: \_\_\_\_\_

*(Student needs to complete 200 hours total per semester)*

#### THE LEARNING CONTRACT

The Learning Contract is an agreement between the student, field instructor, and faculty instructor. Its purpose is to establish a baseline learning agreement that will guide the student's social work field experience. The Learning Contract reflects the educational goals of Concordia University's Department of Social Work and the Competencies of CSWE, the Council on Social Work Education. The CSWE Competencies are comprised of knowledge, values and skills essential to social work practice. These Competencies are further operationalized in Practice Behaviors. Field Placement/learning activities should provide students with opportunities to master the Competencies and Practice Behaviors, and achieve the goals of the program.

Working from the nine Competencies, the student and field instructor will design practice foundation goals (learning activities) towards which the student will work. At the beginning of each semester, the student and agency Field Instructor (and Task Supervisor if applicable) use this form to design specific student learning activities. Several learning activities are embedded in course curriculum. Students should also work with their Field Instructor to create agency specific

learning activities. **Learning Contracts are due by the date indicated in the Field Education course syllabus.** Throughout the semester, the Student, Field Instructor and Task Supervisor (if applicable) should review the Learning Contract to assess student progress on the learning activities. During each evaluation period (mid-term and final), this form is used to help assess student's progress towards mastering the Competencies and their field placement learning activities.

### **STUDENT SCHEDULE COMMITMENT FOR FIELD PLACEMENT**

Below, please indicate your planned weekly schedule for your field placement. Remember to inform your field instructor in advance of any CUW breaks or vacation dates to plan for these events, and notify as soon as possible if ill. **To complete the 200 hours a semester, a target of 14 hours per week will typically meet the requirement for the semester.**

Monday _____	Thursday _____
Tuesday _____	Friday _____
Wednesday _____	Saturday _____
	Sunday _____
Total Weekly Hours _____	

Field Instructors and students are expected to schedule a one hour meeting weekly to discuss the learning experience and development of competencies.

### **EVALUATION**

The evaluation of a student's field performance is an ongoing process and occurs in both on-going verbal and written feedback. Written evaluations occur twice a semester, at mid-term and again at the completion of the semester (the final). This process helps students, field instructors, and CUW faculty to determine future goals, successful learning, levels of achievement, and areas that need additional instruction, experience, or effort.

You will find bulleted qualifiers under each of the behaviors. ***Please note that the bullets listed are only suggestions to highlight and help you identify the behaviors of your student.*** Keep in mind that the rating should reflect the student's progress *at this point* in the overall internship. If the student's internship experience does not include tasks or activities related to the competency enter a "N/A" in the section. Please complete the questions at the end of the evaluation. No further write-up is necessary. After you and the student have reviewed the evaluation, sign it and submit it to the faculty instructor. The final grade for field placement is assigned by the faculty instructor.

**Assessment of Competency:** The Department of Social Work assesses nine competencies, listed below. The dimensions for assessment include knowledge, values, skills, and cognitive/affective responses. Dimension definitions for the evaluation of competency in field education are provided below. A 5-point Likert Scale to complete the assessment of each competency is also provided.

## Dimension Definitions

- **Knowledge:** Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.
- **Values:** Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.
- **Skills:** Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses:** Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.

**Competency Rubric for the Evaluation of Student Performance:** Field Instructor's, please use the following Likert Scale to evaluate student performance in each of the behaviors and competencies listed below.

### Rating Scale Criteria—5-Point Likert Scale

<b>1 = incomplete</b>	The student does not demonstrate competency.
<b>2 = developing</b>	The student demonstrates beginning levels of competency.
<b>3 = accomplished</b>	The student demonstrates academic integration of dimensions for competency.
<b>4 = practice level</b>	The student demonstrates applied competency.
<b>5 = exceeds expectations</b>	The student has advanced knowledge/skills and exceeds entry level practice expectations.
<b>NA</b>	The student has not had the opportunity for completion

Please note: Assignments and activities identified in the learning contract are planned for the duration of the field placement. Not all assignments are addressed during every evaluation period. When an assignment/activity has not been addressed or is not complete a rating of *n/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

**Please refer to the Field Manual for complete descriptions of the nine competencies.**

## COMPETENCY #1

### Demonstrate Ethical and Professional Behavior

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Score	Learning Activities	✓
<b>A. 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.</b>	<ul style="list-style-type: none"> <li>• Uses NASW code of Ethics when discussing decision-making</li> </ul>		Use supervision and evaluation to plan for ongoing professional and learning growth	
<b>B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</b>	<ul style="list-style-type: none"> <li>• Describes own thoughts and emotions when describing responses to client</li> </ul>		Journal Reflection paper	
<b>C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</b>	<ul style="list-style-type: none"> <li>• Student is punctual; attends during scheduled hours; communicates with supervisor about absences</li> <li>• Student contributes to case notes according to agency expectations</li> <li>• Student adheres to agency dress code</li> </ul>		Completion of RFL—supervision process (Fall)	
<b>D. Use technology ethically and appropriately to facilitate practice outcomes.</b>	<ul style="list-style-type: none"> <li>• Student follows agency guidelines for computer usage</li> </ul>		Participate in social work professional organizations, such as NASW	
<b>E. Use supervision and consultation to guide professional judgement and behavior.</b>	<ul style="list-style-type: none"> <li>• Meets weekly for one hour with supervisor or designee</li> <li>• Student is prepared to describe cases and pose questions</li> </ul>		Attend and participate in weekly staff meetings where ethical issues are discussed and receive feedback from coworkers	
			Read and routinely reference the NASW Code of Ethics	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				

<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one’s own emotions.	

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #2****Engage Diversity and Difference in Practice**

Students will demonstrate the following behaviors:

		Field Instructor’s Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Score	Learning Activities	✓
<b>A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</b>	<ul style="list-style-type: none"> <li>• Student uses an eco-map to understand cases and verbalizes contributing factors of each level to client situation</li> </ul>		Verbalizes own biases/discomfort  Use supervision to identify and explore issues in cultural competency	
<b>B. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</b>	<ul style="list-style-type: none"> <li>• Students gather abundant information from client and client support system to explain client situation</li> </ul>		Work with a diverse population	
<b>C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.</b>	<ul style="list-style-type: none"> <li>• Recognizes and verbalizes own biases</li> <li>• Verbalizes ignorance/discomfort with diverse populations</li> </ul>		Develop a plan for self-regulation  Journal Reflection paper  Research cultures (traditions, values, religions, and family structures)	

			of clients, groups, or communities to better understand them	
Assessment of Dimensions				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #3****Advance Human Rights and Social, Economic, and Environmental Justice**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Score	Learning Activities	✓
<b>A. Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.</b>	<ul style="list-style-type: none"> <li>• Student identifies eco-system factors contributing to injustice</li> <li>• Recommends changes to micro, macro, mezzo levels</li> </ul>		Completes Eco-map for clients  Identify common economic barriers for agency	

<b>B. Engage in practices that advance social, economic, and environmental justice.</b>	<ul style="list-style-type: none"> <li>• Student makes referrals for appropriate services to promote justice</li> <li>• Recommends changes in policies and service delivery to promote justice</li> </ul>		<p>population being served</p> <p>Familiarize yourself with current political or community events that may impact clients</p> <p>Demonstrate critical thinking around economic forces that may be impacting clients</p>	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #4****Engage in Practice-Informed Research and Research-Informed Practice**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
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Competency Behaviors	Student Behaviors	Score	Learning Activities	✓
<b>A. Use practice experience and theory to inform scientific inquiry and research.</b>	<ul style="list-style-type: none"> <li>• Student will verbalize observations of client behavior</li> <li>• Identify client behavior patterns</li> </ul>		Presents 3 research articles in supervision	
<b>B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</b>	<ul style="list-style-type: none"> <li>• Student uses linear thinking and circular thinking to describe effect of intervention on client</li> <li>• Student presents research articles to inform practice with clients</li> </ul>		Incorporates evidence-based research in Spring intervention RFL Critically analyze how your agency utilizes data to make practice and policy decisions	
<b>C. Use and translate research evidence to inform and improve practice, policy, and service delivery.</b>	<ul style="list-style-type: none"> <li>• Student will select interventions from research articles appropriate to client populations</li> </ul>		Read professional journal articles relevant to your agency population	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</b>			Field Instructor's Evaluation of Dimensions (Use Likert Scale)	
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:**



## COMPETENCY #5

### Engage in Policy Practice

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Score	Learning Activities	✓
<b>A. Identify social policy at the local, state and federal levels that impacts well-being, service delivery, and access to social services.</b>	<ul style="list-style-type: none"> <li>Student describes placement agency local, state and federal mandates</li> </ul>		Read agency policy manual  Identify agency service providers	
<b>B. Assess how social welfare and economic policies impact the delivery of and access to social services.</b>	<ul style="list-style-type: none"> <li>Student identifies service providers for agency</li> <li>Student describes barriers and catalysts of service delivery to agency clients</li> </ul>		Describe barriers and catalysts of service delivery to agency clients  Meet with the agency/Department director to discuss mission and functions of agency	
<b>C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</b>	<ul style="list-style-type: none"> <li>Recommends changes in policies to better serve client population</li> </ul>		Give examples of key Federal and State policies that impact the agency  Completes Agency Organizational Analysis paper (Fall)  Completes Agency Service Delivery Program Proposal paper (Spring)	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				

<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one’s own emotions.	
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**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #6****Engage with Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

		Field Instructor’s Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Score	Learning Activities	✓
<b>A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</b>	<ul style="list-style-type: none"> <li>• Student uses specific engagement techniques with clients and support system</li> <li>• Student identifies theories to justify use of engagement techniques</li> <li>• Student documents in client chart engagement approaches and activities used</li> </ul>		<p>Describes engagement techniques during supervision</p> <p>Changes engagement techniques as necessary</p> <p>Demonstrate the use of interpersonal skills to build relationships with clients</p>	
<b>B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</b>	<ul style="list-style-type: none"> <li>• Student uses and identifies empathic responses with clients and support system</li> </ul>		<p>Documents in chart engagement approaches and activities used</p> <p>Visit places in the community that will increase understanding of clients’ social systems</p>	

			Completes RFL— engagement process (Fall)	
			Reviews RFL with supervisor	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #7****Assess Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
<b>Competency Behaviors</b>	<b>Student Behaviors</b>	<b>Score</b>	<b>Learning Activities</b>	✓
<b>A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</b>	<ul style="list-style-type: none"> <li>Uses biopsychosocial-spiritual approach for assessment</li> </ul>		Completes biopsychosocial- spiritual	

<p><b>B. 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.</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>		<p>assessment and genogram for client</p> <p>Develop a written assessment of a client that includes client strengths and weaknesses</p>	
<p><b>C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</b></p>	<ul style="list-style-type: none"> <li>• Student develops treatment plan with client to include support system</li> </ul>		<p>Completes agency assessment forms within required time-frame</p>	
<p><b>D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>		<p>Examine the professional literature in selecting appropriate intervention methods</p> <p>Completes RFL—assessment/intervention process (Spring)</p> <p>Reviews RFL with supervisor</p>	

#### Assessment of Dimensions

<p><b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</b></p>	<p style="text-align: center;">Field Instructor's Evaluation of Dimensions (Use Likert Scale)</p>
<p><b>Knowledge</b>—Student demonstrates applied knowledge on: social &amp; economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.</p>	
<p><b>Values</b>—Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.</p>	
<p><b>Skills</b>—Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.</p>	
<p><b>Cognitive/Affective Responses</b>—Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.</p>	

#### EXAMPLES:

#### FIELD INSTRUCTOR COMMENTS:

#### STUDENT COMMENTS:

## COMPETENCY #8

### Intervene with Individuals, Families, Groups, Organizations and Communities

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Score	Learning Activities	✓
<b>A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</b>	<ul style="list-style-type: none"> <li>Student will use client pattern of behavior and research to justify selected interventions</li> </ul>		Completes treatment plan/service contract	
<b>B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</b>	<ul style="list-style-type: none"> <li></li> </ul>		Review client goals and objectives with client to monitor progress  Facilitate referral process of client to another agency and/or services	
<b>C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</b>	<ul style="list-style-type: none"> <li>Student will seek out colleagues to assist with implementation of treatment plan</li> </ul>		Observe and/or facilitate a group	
<b>D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</b>	<ul style="list-style-type: none"> <li></li> </ul>		Create a community resource guide relevant to your client population	
<b>E. Facilitate effective transitions and endings that advance mutually agreed-on goals.</b>	<ul style="list-style-type: none"> <li></li> </ul>		Work with an inter-professional team to determine appropriate intervention outcomes  Completes RFL  Journal Reflection paper	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				

<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one’s own emotions.	

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:****COMPETENCY #9****Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Student demonstrates the following behaviors:

		Field Instructor’s Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract— Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	Student Behaviors	Score	Learning Activities	✓
<b>A. Select and use appropriate methods for evaluation of outcomes.</b>	<ul style="list-style-type: none"> <li>Student will utilize placement agency outcome evaluation techniques</li> </ul>		Evaluate assessment/data collection and intervention practices and discuss with your Field Instructor	
<b>B. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</b>	<ul style="list-style-type: none"> <li>Recognize situations that require leadership to improve the quality and continuity of needed social services</li> </ul>		Review client files to determine progress toward agree upon goals	
<b>C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</b>	<ul style="list-style-type: none"> <li>Student will describe current case status using linear and circular thinking</li> </ul>		Identify and apply human behavior theories as they apply to evaluation in the agency	
<b>D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and, macro levels.</b>	<ul style="list-style-type: none"> <li>Student will make recommended changes on all levels to help achieve outcomes</li> </ul>		Presents a case(s) at agency staffing	

			Case Final presentation & paper (Spring)	
			Completes RFL—termination process (Spring)	
<b>Assessment of Dimensions</b>				
<b>Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:</b>				Field Instructor's Evaluation of Dimensions (Use Likert Scale)
<b>Knowledge</b> —Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.				
<b>Values</b> —Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.				
<b>Skills</b> —Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.				
<b>Cognitive/Affective Responses</b> —Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.				

**EXAMPLES:****FIELD INSTRUCTOR COMMENTS:****STUDENT COMMENTS:**





**FINAL**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please make sure that the:**

- Supervisor keeps a copy.
- Student keeps a copy.
- Student submits original with Verification of Hours to the Field Coordinator, (Nichole Ostrowski, HS 104C).
- Student should keep a copy of the Learning Contract and Evaluation signed by supervisor and the Verification of Hours.

Revised Fall 2018

## Appendix C—Verification of Field Hours Form

### VERIFICATION OF FIELD HOURS

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

Semester:  Fall  Spring

Agency/Institution: \_\_\_\_\_

I verify that the above named student has completed the following Hours, as assigned/requested.

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

(Signature)

Date: \_\_\_\_\_ Print Name: \_\_\_\_\_

**Requirements for CUW student field placements are:**

400 hours annually, or  
200 hours per semester.

Students should average about 16 hours per week. Please submit additional time sheets as needed.

**Upon Completion Return Form to:**

Social Work Department – HS 110  
Concordia University Wisconsin  
12800 N. Lake Shore Drive  
Mequon, WI 53097

<u>Week #1</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #2</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #3</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #4</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #5</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #6</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:


<u>Week #7</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #8</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #9</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #10</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #11</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #12</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #13</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:

<u>Week #14</u> Day/Date:	Late/Sick Time Missed:	Time In:	Time Out:	# of Hours For Day:	Total Hours Accumulated:	Supervisor's Initials/Date:


<b>Week #15</b>	<b>Late/Sick</b>	<b>Time</b>	<b>Time</b>	<b># of Hours</b>	<b>Total Hours</b>	<b>Supervisor's</b>
<b>Day/Date:</b>	<b>Time Missed:</b>	<b>In:</b>	<b>Out:</b>	<b>For Day:</b>	<b>Accumulated:</b>	<b>Initials/Date:</b>

**Appendix D—Student Evaluation of Field Placement**

**STUDENT EVALUATION OF FIELD PLACEMENT  
SOCIAL WORK DEPARTMENT**

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

Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

1. Did your field experience include opportunities to work with:

- \_\_\_\_\_ individuals
- \_\_\_\_\_ families
- \_\_\_\_\_ groups
- \_\_\_\_\_ organizations/larger systems (macro), advocacy
- \_\_\_\_\_ community resources
- \_\_\_\_\_ community groups/agencies

2. Did you receive some type of orientation at your placement?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

3. Did you receive consistent supervision at your placement?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

4. How often did you meet with your field instructor?

\_\_\_\_\_ daily                      \_\_\_\_\_ weekly                      \_\_\_\_\_ every other week  
 \_\_\_\_\_ not consistent, whenever it could fit into the supervisor’s schedule

5. Please rate your field instructor using the following Likert scale:

a. My field instructor helped orientate me to the overall agency system.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

b. My field instructor encouraged and supported responsible decision-making concerning attendance at staff meetings, seminars, and conferences.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

c. My field instructor encouraged an understanding and use of agency policy and procedures.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

d. My field instructor encouraged critical assessment, appraisal, and evaluation of my work with clients and other staff members.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

e. My field instructor identified and encouraged professional Social Work values and conduct that was consistent with those values.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

f. The expectations of this placement were clear and consistent during my internship.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

g. I was given clear, understandable feedback in a consistent manner during my internship.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

h. My field instructor or another supervisor were always accessible to answer my questions or concerns.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

6. List what you found most helpful for learning in your field internship and explain how it was helpful. Please give concrete examples.

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7. List what you found least helpful for learning and your perception of why it was not helpful. Please try and offer concrete examples.

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8. What changes would you recommend related to your field placement?

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9. Would you recommend this agency or organization for future student internships?

\_\_\_\_\_ yes, highly recommended

\_\_\_\_\_ yes, but with reservations

\_\_\_\_\_ no, because: \_\_\_\_\_

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Any additional comments \_\_\_\_\_

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10. Do you have any suggestions as to how the program can make your experience with field better?

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## Appendix E—Résumé Sample – BSW Graduate

### Jane C. Doe

12800 North Lake Shore Drive  
 Mequon, Wisconsin  
 (262) 222-2222 [Jane.Doe@cuw.edu](mailto:Jane.Doe@cuw.edu)

#### Education

Concordia University Wisconsin	B.S.W.	May 2017
Mega Tech School	Associate of Arts	May 2015

#### Inter-Professional Education Certificate

May 2017

- Participated in the Department of Social Work led bi-annual mock case presentations and staffing
  - Attended bi-annual meetings and participated in staffing cases
  - Participated in group formation activities
  - Attended and assisted in Elderly Group Activities
- Observed Justice Court, Milwaukee Wisconsin
- Observed Mental Health Court, Milwaukee Wisconsin
- Member of CUW School of Health Profession IPE Committee
- Participated in Asperger’s Night activities for clients

#### Field Placement

Fox County Homeless Coalition  
 Fox, Wisconsin

- Worked in the street rescue program for homeless families
- Worked in the Homes for the Homeless program facilitating shelter and transitional living placements
- Food for the Hungry Program
- Distribution of warm coats in the winter
- Provided transportation for homeless seeking job placements
- Attended school meetings with mothers of homeless children
- Provided after school activities, tutoring and supervision for children ages 6 – 12
- Distribution of Christmas gifts to families living in shelters and transitional living facilities
- Distribution of Christmas food baskets to former clients of the coalition during Christmas, Easter and Thanksgiving holidays

#### Service Learning/Volunteer Experience

- Volunteered at Christ’s Shelter for the Homeless and Soup Kitchen
  - Served meals with church youth group for 1 time each month for 12 months, 2017
- Camp Counselor
  - Camp Lutheran Church LCMS
    - June 2015 (6/1/15 – 6/20/15)
    - June 2014 (6/1/14 – 6-20/14)
- Volunteer Vacation Bible School
  - Humanity Lutheran Church, Somewhere Wisconsin 2013, 2012, 2011
    - Annual vacation bible school 2 weeks annually
      - Children 5 – 8
      - Children 9 – 12



**Jane C. Doe**

Page 2

**Employment**

- Starbuck's Coffee, Mequon
  - September 2015 – present
- Nanny, Mequon
  - August 2015 – present
- Summer Employment, Somewhere Park District
  - 2013 & 2014
    - Coached children's soccer team , ages 10 - 12
    - Provided swim lessons for children ages 8 – 9

**Professional Conferences**

- North American Association of Christian Social Workers (NACSW) 2015
  - Grand Rapids, Michigan
- National Association of Social Workers Conference (NASW) 2016
  - Milwaukee, Wisconsin
- School of Health Professions, Concordia University
  - Health Care in Today's World, 2016

**First Thursday's Professional Lunch & Learn Seminars – Concordia University Department of Social Work**

- Terrorism – October 2015
- Issues on Homosexuality – February 2016
- Safety – March 2016

(References upon request)

## Appendix F—Department of Social Work Professional Readiness Checklist & Code of Conduct

### Professional Readiness Checklist for Undergraduate Social Work Students

Becoming a professional Social Worker is a process that begins when a student becomes a Social Work major. Students are expected to commit to learning, modeling professional social work behavior, values, and ethics in the classroom, field education, campus events, etc. Failure to demonstrate the markers of professional behavior may impede a student's progress in the program and result in actions up to and including termination from the program. Professional readiness differs from the academic review that occurs at multiple points throughout the program. The Professional Readiness Checklist is not based on academic markers but is based on the indicators / markers that are necessary for professional development and behavior consistent with those demonstrated by professional Social Workers.

#### **Markers of professional behavior include, but are not limited to, the following:**

1. Treating your classmates as colleagues and extending professional communication, respect, value for diversity.
2. Timeliness in meeting deadlines for coursework, program requests and field education.
3. Understanding how excessive leaves and absences impact learning, relationships, and work with clients.
4. Being on time and prioritizing responsibilities.
5. Practicing healthy work/life balance. Social work students should display an ability to deal with life stressors effectively, using proper self-care skills and advocacy skills with their colleagues, peers and others.
6. Being proactive in seeking out help and assistance prior to a deadline or a medical or emotional issue interfering with performance.
7. Utilizing effective and timely communication skills.
8. Accessing supportive CUW services when needed (i.e., counseling, health care, Learning Resource Center).
9. Exploring and understanding how one's own values, belief systems and past experiences impact work as a social worker, class assignments and activities.
10. Adhering to classroom expectations as outlined in course syllabi.
11. Displaying proper ethics and boundaries in and out of the classroom.
12. Proper and ethical use of social media and social networking, maintaining the guidelines of confidentiality at all times when writing about class experiences, field work, volunteer work or agency information.

The above list is provided as an easy to read checklist that includes some of the important behaviors and standards from the Department of Social Work Code of Conduct. Social Work Students must increasingly demonstrate these markers throughout their BSW education or risk penalties up to and including dismissal from the program. Please keep these standards in mind in both your educational and professional careers. The following pages include the Department of Social Work Code of Conduct which provides more details on the standards and behaviors expected of Social Work students.

## Department of Social Work Student Code of Conduct

The Council on Social Work Education (CSWE) requires Social Work programs to establish policies and standards to determine if students are competent and capable of practicing in the field as a Social Worker. The Department of Social Work expects its students to abide by the CUW Code of Student conduct, <https://catalog.cuw.edu/undergraduate/student-conduct/>, adhere to and comply with the NASW Code of Ethics, [www.nasw.org](http://www.nasw.org), and increasingly demonstrate professional maturity as they matriculate through the social work program.

The following are professional standards with areas of concern that may indicate a student is unable or unwilling to follow the standards for professional Social Work set forth by the profession. The following is not all inclusive and is subject to amendment. Failure to comply with these professional standards will result in a *student review* and potentially dismissal from the social work program. The Department of Social Work reserves the right to refuse enrollment or continuation in the Social Work Program, to any student, who in the judgment of the faculty, has displayed evidence of poor academic performance and behavior that would be detrimental to the welfare of the clients whom s/he would serve.

### Expected Performance

- Plans and organizes work effectively
- Turns in assignments complete and on time
- Makes arrangements for his/her special needs
- Attends classes regularly and is punctual
- Notifies the instructor via email and in advance when student will be absent
- Participates productively as a member of the class
- Maintains the required cumulative and social work GPA

### Performance Indicators of Concern

- Poor organizational skills
- Requests for extensions on assignments and exams
- Turns in assignments late or incomplete
- Multiple absences from class per class syllabus
- Multiple absences from field placement
- Is absent when exams are given
- Is consistently late for class or field placement
- Student's GPA has fallen below the expected cumulative and/or social work GPA

### Expected Conduct/Behavior

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays
- Shows respect for others' opinions

- Is open to feedback from peers/faculty
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk
- Conducts him/herself according to the NASW Code of Ethics

### **Conduct & Behavior Indicators of Concern**

- Violation of the NASW Code of Ethics, CUW Student Code of Conduct, or the Department of Social Work Code of Conduct
  - Disrespectful behavior toward faculty on or off duty
  - Appears to create conflict in class which impedes learning and/or building effective relationships
  - Consistently late for class, or leaves class early
  - Consistently late for field placement
  - Sleeps during class periods
  - Disrupts class process by talking to others
  - Use of cell phone/text messaging while in class
  - Uses derogatory language or demeaning remarks
  - Appears unwilling/unable to accept feedback
  - Monopolizes class discussions
  - Consistently complains about class workload to the point of impeding class process
  - Unwilling/unable to develop understanding of people different from oneself
  - Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, etc.
  - Physical action directed at clients, faculty, staff, or fellow students
  - Unethical professional behavior
  - Academic misconduct
- 

### **Expected Emotional Self-Control**

- Demonstrates appropriate interpersonal or professional skills
- Uses self-disclosure appropriately (for example, student seems to have an understanding and has resolved the issue s/he is sharing)
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues which arouse emotions
- Demonstrates an awareness of one's own personal limits
- Understands the effect of one's behavior on others

### **Emotional Self-Control Indicators of Concern**

- When engaging in self-disclosure, the student appears to be working through unresolved issues
- The student appears to overreact to, or resent feedback (e.g., takes it personally)

- Appears unable/unwilling to control emotional reactions
  - Faculty concern regarding possible alcohol/drug abuse, mental health issues
  - Yelling, talking down to faculty/staff/clients/students, verbal threats directed at clients, faculty, staff, or students
  - Demonstrates impaired judgment, decision-making, or problem-solving skills
  - Consistent failure to demonstrate ability to form effective client/social worker relationships (e.g., shows a judgmental attitude)
- 

### **Expected Communication Skills (*Written*)**

- Shows consistency in written communication. Written assignments demonstrate accurate spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence. Demonstrates ability to use citations
- Demonstrates ability to write effectively in records
- Shows command of the English language
- Abides by University standards (e.g. plagiarism)
- Demonstrates use of critical thinking skills

### **Communication Skills Indicators of Concern**

- Written works are frequently vague, shows difficulty in expressing ideas clearly and concisely
  - Student has many errors in the areas of spelling, punctuation, structure, etc., and does not make effort to show improvement
  - Appears to have plagiarized the work of others
- 

### **Expected Communication Skills (*Verbal*)**

- Has the ability to communicate clearly ideas, thoughts, concepts, etc.
- Has working proficiency of the English language even when English is not the student's primary language

### **Communication Indicators of Concern**

- Appears to have difficulty expressing him/herself when speaking
- Difficulty communicating so that others can hear or understand
- Lacks a working proficiency of the English language when communicating

## Appendix G—Student Acknowledgement Form



Christian Faith, Service, & Social Justice  
[www.cuw.edu/socialwork](http://www.cuw.edu/socialwork)

### **Department of Social Work** **Acknowledgement Form**

I acknowledge that I have received a copy of the:

- Social Work Student Handbook
- Social Work Field Manual (if applicable)
- Department of Social Work Code of Conduct and Professional Readiness Checklist, and
- The Code of Ethics of the National Association of Social Workers (NASW)

In addition, I understand that I am expected to read and abide by the CUW Code of Student Conduct found online at <https://catalog.cuw.edu/undergraduate/student-conduct/>.

I further acknowledge that I am expected to read through the above material, understand it and be familiar with what is expected of me, and that failure to adhere to these standards may lead to a Student Review and possible dismissal from the program.

I understand that this material will be updated from time to time and that I am responsible for reading and understanding the updates.

As a student in the Department of Social Work, my signature below signifies that I agree to adhere to and comply with the CUW Code of Student Conduct, Social Work Student Handbook, Social Work Field Manual, the Department of Social Work Code of Conduct and the NASW Code of Ethics.

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Print Name

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Signature

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Date