



**ASBURY UNIVERSITY**

*Academic Excellence & Spiritual Vitality*

## **MASTER OF SOCIAL WORK**

*“Abiding in Christ, Serving Others,  
Transforming the World”*



## **FIELD EDUCATION MANUAL 2017-2018**



# Table of Contents

FIELD PLACEMENT MANUAL .....	5
Introduction .....	5
University Setting .....	5
Asbury University Mission Statement .....	6
Philosophy of Field Education .....	7
Selection Criteria and Process .....	8
Field Seminars .....	8
Agency Assignments .....	8
Use of Supervision .....	8
Related Learning Experiences .....	8
FIELD EDUCATION ROLES AND RESPONSIBILITIES .....	9
MSW Program .....	9
Field Agency .....	9
Director of Field Education .....	9
Field Education Team .....	10
Students .....	10
Agency Field Instructors .....	11
Faculty Field Liaisons .....	11
Field Seminar Professors .....	11
CRITERIA FOR FIELD EDUCATION PERSONNEL AND AGENCY SELECTION .....	12
Criteria for Designation as Field Instructor .....	12
Criteria for Agency .....	12
Orientation Requirements .....	12
FIELD EDUCATION PLANNING AND IMPLEMENTATION POLICIES .....	13
Selection of Field Education Agencies and Field Instructors .....	13
Matching Students to Agencies .....	13
Duplication in Use of Field Instructors and Field Instruction Agencies .....	13
Use of Employment as Field Education Site .....	13
Use of External-To-The-Agency Field Instructor .....	13
GUIDELINES FOR TERMINATION FOR ACADEMIC OR PROFESSIONAL REASONS .....	15
Termination Process .....	16
APPEALS PROCEDURE .....	16
Academic Appeals .....	16
Guidelines for Academic Appeals .....	16
Non-Academic Appeals .....	16
RECORDING FIELD HOURS AND FIELD INSTRUCTION GRADES .....	17
Required Hours for MSW Field Placement .....	17
Intern Placement Tracking Software (IPT) .....	17
Practicum Hours Submitted for Research/Independent Projects Outside of the Agency .....	18
Inclement Weather Hours .....	18
FIELD EDUCATION POLICIES AND PROCEDURES .....	19
Field Placement Early Start Policy .....	19
Change in Placement .....	19
FIELD SEMINARS .....	22
Seminar Expectations .....	22
ETHICAL STANDARDS FOR FIELD EDUCATION .....	23
FIELD FORMS .....	24
Release Of Information Form .....	25
Student Placement Agreement .....	27
NASW Code of Ethics .....	27
Field Instruction Placement Agreement .....	28
Time Report For Graduate Students .....	32
FOUNDATION YEAR REQUIRED FORMS .....	33
Learning Contract Plan and Field Evaluation Form .....	34
CONCENTRATION YEAR REQUIRED FORMS .....	42

Learning Contract Plan and Field Evaluation Form .....	43
<b>FIELD INSTRUCTORS AND STUDENT FEEDBACK FORMS .....</b>	<b>51</b>
Field Placement Evaluation - Agency Feedback .....	52
Field Placement Evaluation - Student Feedback .....	54

# ASBURY UNIVERSITY

## MASTER OF SOCIAL WORK PROGRAM

### FIELD PLACEMENT MANUAL

#### Introduction

The purpose of this manual is to provide information that will aid in defining roles for the faculty, field instructors, students, and other persons responsible for field education and supervision. This manual includes information about the University, philosophy of field education, processes for arranging field placements, roles and responsibilities of the University and the agency setting, and relevant forms.

#### University Setting

Asbury University is incorporated as a non-profit educational institution by the Commonwealth of Kentucky. Asbury University is approved by the Kentucky Council on Postsecondary Education to offer the master's degree. Asbury University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

At its June 2008 meeting, the Council on Social Work Education (CSWE) Commission on Accreditation (Commission) reviewed the application for candidacy status for the Master of Social Work program at Asbury University. The review included an assessment of the evaluative criteria document, the commissioner's report, and the program's response. The Commission voted to grant the Asbury University MSW Program candidacy status, effective June, 2008.

The Asbury University MSW Program's Accreditation Candidacy with the Council on Social Work Education **was achieved in the shortest possible time frame and is the normative status for a successful new program.** The meaning of candidacy is: students enrolled in and/or graduated from a program in candidacy are viewed (1) as having been enrolled in an accredited program if they desire to transfer their earned credits to another social work program; and (2) as having graduated from an accredited program as of the date the program is granted full accreditation.

# **Asbury University Mission Statement**

Our global mission, as a Christian Liberal Arts University in the Wesleyan-Holiness traditions, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership, and service to the professions, society, family, and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world. (*Asbury University Bulletin, 2005-06, p.9*)



The Mission of the Asbury University MSW Program arises from a belief in the inherent worth and dignity of all persons. This belief is sustained by the University's commitment to historic orthodox Christianity as expressed in the Wesleyan tradition's core emphases on personal and social holiness, resulting in love for all persons individually and for the world, with particular concern for the poor, the vulnerable and the exploited; a passion to seek justice and an understanding that God's grace provides all persons with transforming potential.

Graduates will be prepared for theologically informed advanced social work practice in national and global contexts that is agency or church-based.

## **Philosophy of Field Education**

The MSW Program views the task of field instruction as one of collaboration between the university and agency field settings, with the Director of Field Education retaining the primary responsibility for directing the total educational program of the students. The guidelines in this manual are intended to be flexible in order to promote continued growth and development in Field Education within the standards set forth by CSWE.

Since social work is understood as a method of helping people in the social context of their lives it is recognized that social knowledge, values, and skills can only be adequately learned as they are applied. Practice is a major part of the learning experience. Therefore, field education is to provide students with experience in social work practice with clients while working with agency staff and supervised by professionally trained field instructors.

The scientific aspect of social work - the knowledge and practice skills - is an essential aspect of the field education. However, there are significant components that are more subjective and just as essential for the student to recognize and develop. Some people have a natural talent for working with others in a helping capacity. This natural ability may be characterized by some as an "art". Individuals possessing qualities such as warmth, genuineness, dedication, and empathy are able to engage much more effectively in the helping relationship. Individuals with these personality qualities and motivation (the art of the profession) are able to capitalize on the formal educational process. The overall field education is designed in such a way as to provide students with opportunities to recognize and integrate their own unique personality qualities and begin to apply social work knowledge, values and skills.

The development of one's personal as well as professional identity serves the dual purpose of the social work profession - that of focusing on helping to improve both individual competencies and societal supports within the client system(s). Focus on the interface between systems, with equal emphasis on the goals of social justice and improving the well-being of people, requires a multilevel problem-solving methodology as well as a multiple theoretical orientation.

The development of the field education process is a coordinated effort between the university and agencies. A deep commitment on the part of all individuals is required to prepare students for effective service to others as advanced social work practitioners.

# **Selection Criteria and Process**

## **Field Seminars**

The bimonthly (every other week) seminars provide opportunity for students to integrate knowledge about a specific agency setting, information from other students' field placements, and group problem-solving and decision-making activities. The focus is on being self-directed learners and the integration of theory and practice.

## **Agency Assignments**

Specific learning experiences are provided in agencies settings offering direct interaction with client and service delivery systems. Field instructors provide students with learning assignments, supervision, and performance feedback within the agency.

## **Use of Supervision**

Weekly supervision with the field instructor is intended to enhance the student's ability to understand linkages between knowledge of agency, self, social work system, and client population, integration of theory and practice, and evaluation of self by processing feedback from agency personnel, peers, and clients.

## **Related Learning Experiences**

Conferences, workshops, community meetings, and special projects in the agency setting are opportunities for development as a social worker and are identified as related learning experiences. Students should consult the faculty field liaison regarding the appropriateness of a proposed activity as a related learning experience.

# **FIELD EDUCATION ROLES AND RESPONSIBILITIES**

## **MSW Program**

The school develops objectives, curricula, policies, standards and procedures for field education. The responsibilities include:

1. Maintaining a field instruction program which meets the accrediting requirements of the Council on Social Work Education;
2. Providing each student with field experience in an agency with professional practices based upon the National Association of Social Work (NASW) Code of Ethics;
3. Evaluating the ability of field agencies to meet the educational needs of the students;
4. Ensuring an integration of the student's field learning with their academic learning;
5. Providing adequate school personnel to oversee the field experience for each student;
6. Ensuring field placement provides student opportunities to work with diverse populations;
7. Providing supervisory training and continuing education to field instructors;
8. Providing field agency personnel the opportunities to participate in the development of field and curriculum policies and to participate in the accreditation reviews of the Graduate Social Work Program.

## **Field Agency**

The agency or field setting is the site where students are provided with the opportunity for direct practice experiences. Thus the role of the agency is to work in concert with the University to provide avenues for meaningful practice experiences for students. By committing itself to an educational function and supporting the field instructor role, the agency creates opportunities to develop an educational program that meets the agency's and the school's expectations. The field instructor has the agency's resources available to implement the field work curricula and meet the student's educational needs. A supportive attitude in the setting fosters an educational relationship between students and field instructors, rather than a staff-oriented relationship with production as a major ingredient. Responsibilities include:

1. Maintaining communication with the University throughout the placement experience;
2. Creating a climate conducive to learning;
3. Relating to field students with collegial respect;
4. Completing and submitting affiliation forms and contracts to the Graduate Social Work Program;
5. Providing a field instructor for each student;
6. Providing students with adequate and private physical facilities (office space, furniture, telephone) for client contacts;
7. Providing sufficient clerical services to support the student's field work responsibilities;
8. Providing and encouraging ongoing evaluation feedback from appropriate agency personnel to enhance the learning experiences;
9. Informing the faculty liaison of any problems that arise with the student or the field-learning situation.

## **Director of Field Education**

The Director of Field Education is responsible for development of placement sites and contracts, the training of field instructors, implementation and ongoing evaluation of the field education program, supervision of field education and facilitation of field seminar and/or supervision of faculty facilitators. Though every effort is made to help students be in placements that will best fit their interests, students are not guaranteed the field placement of their choosing. Final decisions for field placements rest with the Director of Field Education. The most critical decision in selecting a placement is that the student be able to complete the educational objectives of the MSW program. Responsibilities include:

1. Administering the field work program for all students enrolled in the Graduate Social Work Program;
2. Securing field instruction sites for all social work students including negotiating and maintaining field affiliation agreements;
3. Administering the field selection and placement process for all students;
4. Interpreting the Graduate Social Work Program's educational standards and policies to both field agencies and students;
5. Maintaining current information on affiliated field agencies;
6. Negotiating with students and field agencies conflicts that are not resolved at the student/field liaison level;
7. Providing a current Field Manual to all field students, field instructors, and field liaisons;
8. Assigning a faculty liaison for each student in the field;
9. Orienting field agencies regarding the field instruction component of the curriculum and its relationship to the overall academic program;
10. Coordinating the student field evaluation process by distributing, gathering, and maintaining files of all student evaluations;
11. Monitoring and evaluating agencies and field instructors in respect to their capacity to facilitate student learning.

### **Field Education Team**

A team approach to teaching and learning is important in field education. The individuals involved in this team are: students, agency field instructors, faculty field liaisons, and field seminar professors.

### **Students**

1. Are responsible for seeking, learning and utilizing their learning resources from faculty, agency personnel and fellow students.
2. Are to complete a field instruction application form, make themselves available for initial interviews with agency field instructors, and enter into an agreement with the Director of Field Education and the agency field instructor or agency representative about conditions of the placement.
3. Are to develop a learning agreement within the first three weeks of field placement, to be discussed and approved by both the agency field instructor and the faculty field liaison.
4. Are to attend Field Seminars and evaluation meetings with the faculty field liaison throughout the semester, and complete all assignments in a timely fashion.
5. Are to provide written documentation and other reports required by the faculty field liaison and agency field instructor in a prompt and professional manner.
6. Are to carry out assignments in a responsible manner recognizing that they represent the agency and Asbury University.
7. Are to participate with the faculty field liaison and the agency field instructor in an ongoing and formal semester evaluations of their experiences and performance in field education. The evaluation forms will be completed by the agency field instructor with the student and discussed during the faculty field liaison agency visit at the end of the semester.
8. Are to complete the field instruction hours (414 in the foundation year and 540 in the concentration year.) Driving time to and from the agency does not count towards hours completed. Credit is not available for life experience or previous work experience prior to admission into field education.
9. Are to conduct themselves in a professional manner. Any breach of Social Work Values and Ethics as outlined by the NASW Code Ethics (see Code of Ethics in Appendix) by a student during field education will require an interview with the Director of Field Education and may be grounds for dismissal. (See additional policy related to Termination and Grievance processes).

**Agency Field Instructors**

1. Have a MSW with a minimum of 2 years of experience and are to represent their agencies as liaisons with the Asbury University MSW Program regarding administrative and educational matters through the Director of Field Education and the faculty field liaison.
2. Are to become familiar with the philosophy of field education (as presented in this manual), and the competencies and practice behaviors, which are the basis for the evaluation of the student's performance. The field manual is reviewed with new and existing field instructors at the beginning of the fall semester in a Field Orientation led by the Director of Field Education.
3. Are to participate in identifying specific learning experiences and tasks necessary to achieve the program objectives stated in the learning agreement. The agreement is to be developed by the students with their field instructors during the first three weeks of field education.
4. Are to identify other personnel within the agency who can and will aid in the education of the student.
5. Are responsible for providing student with orientation to the agency with clear expectations regarding work assignments, output expected, support services (office space etc.), feedback on performance, and regularly scheduled supervision meetings on a weekly basis.
6. Are to review with the faculty field liaison the semester field evaluations during the end of the semester field evaluation meeting.
7. Are to participate in joint conferences with the faculty field liaison when requested by the Director of Field Education or the student.
8. Are to request a mid-semester meeting with the faculty field liaison about any concerns related to the student's performance in the agency.

**Faculty Field Liaisons**

1. Are responsible for the educational direction and evaluation of all students assigned to them as field liaison.
2. Are responsible to learn functions and operations of agencies assigned to them, and to maintain stable relations between the university and the agency.
3. Are responsible to review and sign the learning agreement (for assigned students) and use this agreement and the program objectives as the basis for evaluation of the field education.
4. Are responsible for the evaluation at the end of each semester of field education, and sign the evaluation and determine final grade for field education with the field instructor's input.

**Field Seminar Professors**

The field seminar instructor is responsible for facilitating the field instruction courses and assisting the student in processing and integrating classroom learning with field experience. The field seminar instructor is responsible for combining the seminar grade with the field grade and giving the overall grade for the field instruction courses.

# **CRITERIA FOR FIELD EDUCATION PERSONNEL AND AGENCY SELECTION**

## **Criteria for Designation as Field Instructor**

The individual(s) must, minimally, have a Master's degree in Social Work and two years of practice experience after completing the Master's degree, and values consistent with the NASW Code of Ethics. There must also be a commitment to social work education and to working with students to further their learning in preparation for advanced social work practice. As stated in the roles and responsibilities the field instructor must have adequate time to devote to: (a) on-going supervision of the student; (b) weekly supervisory meetings with the student; (c) phone conferences with the faculty field liaison as needed; and (d) end of the semester joint conferences with the faculty field liaison and the student. The field instructors are also required to attend an initial field orientation meeting and are strongly encouraged to attend yearly review sessions.

## **Criteria for Agency**

The agency must be in good standing with its state's regulations and licensure laws (if applicable). The agency must have a mission and services that are compatible with the purposes of social work education i.e. promoting, restoring, maintaining, and/or enhancing the well-being of individuals, families, groups, communities and organizations. The field instructor in the agency must be given time necessary for adequate supervision of the student. There must be structured learning opportunities and the necessary resources (i.e., office space, phone access etc.) for students to function in a professional manner and in a way that can be an asset to the agency and its clients.

The Director of Field Education will develop formal agreements with the agency and once this paperwork is complete a student can be assigned to the agency. This paperwork will identify the specific process to be followed in assigning a student to the agency or church-based setting.

## **Orientation Requirements**

1. The field instructor receives and reads a copy of this field manual.
2. Meets with the Director of Field Education for an initial or yearly orientation session.
3. **Field Instructors must attend an orientation session, at least once every three years in order to have a student from the Asbury University MSW Program.**

# **FIELD EDUCATION PLANNING AND IMPLEMENTATION POLICIES**

## **Selection of Field Education Agencies and Field Instructors**

All specific field education arrangements are planned by the Director of Field Education with designated individuals within the agency. Although student preferences regarding agency type, geographic location and field instructor will be carefully considered, the final decisions regarding a placement will be made by the Director of Field Education. Effort will be made to minimize students' travel to the agency while recognizing that such plans are reliant upon educational needs of the student, the availability of appropriate agency and field instructor resources. The decision for the placement assignment rests with the Director of Field Education in collaboration with the agency representative/field instructor.

## **Matching Students to Agencies**

Students complete the Field Instruction Application Form and submit it to the Director of Field Education with a resume. This application includes information about the student's preference choices for their field education. These preferences are considered with the student's learning needs assessed from interviews with students, faculty comments on class performance (for concentration year students), evaluations from 1<sup>st</sup> year or BSW placement (for concentration year students) and students' self-reports. Using the information gathered, The Director of Field Education determines the best placement for the learning needs of each student. Potential field instructors/agency representatives are contacted to arrange the initial contact between the agency and the student. A pre-placement interview is required, prior to finalizing the agreement.

## **Duplication in Use of Field Instructors and Field Instruction Agencies**

Students are limited to having any field instructor and/or field education site **once** during their field education. Exemptions from this policy may be requested by students under conditions of extreme hardship. Requests for exemption will be reviewed prior to the assignment to the field agency by the Director of Field Education.

## **Use of Employment as Field Education Site**

A student's place of employment will generally not be used as a field placement site. Students requesting an employment-based field placement must submit a letter requesting this consideration. The letter must include extensive information about learning experiences different from current job responsibilities and approval of work supervisor and potential field instructor. A planning meeting including the student, the potential field instructor, the work supervisor, Director of Field Education, and other relevant individuals is held prior to approval of the employment-based field education site. Final approval rests with the Director of Field Education.

## **Use of External-To-The-Agency Field Instructor**

In cases where no qualified field instructor is available within the agency, an instructor mutually agreed upon by the university and the agency may be used. While the agency may choose to provide compensation to the field instructor, the student may not. Such arrangements are made most often to develop services to underserved populations in both urban and rural settings.



# **GUIDELINES FOR TERMINATION FOR ACADEMIC OR PROFESSIONAL REASONS**

The Council on Social Work Education Policy and Accrediting Standards (EPAS) requires that social work programs have policies and practices for “terminating a student’s enrollment ... for reasons of academic and professional performance.” CSWE (2003). *Handbook of Accreditation Standards and Procedures* (p.40).

In addition to the national social work standards, Asbury University has published “Lifestyle Standards of the Asbury Community,” in the appendices of the MSW Field Manual and MSW Student Handbook. All students are expected to follow these guidelines in a manner that reflects the values of Asbury’s traditions. The MSW Student Handbook and Asbury University Bulletin delineate academic guidelines for the student to follow. Social work students are encouraged to review the Community Life Standards so as to abide by these standards while on campus.

The Asbury University MSW Program maintains the following criteria for meeting professional standards:

1. Knowledge of and maintaining the NASW Code of Ethics (see Appendix)
2. Demonstrate personal and professional qualities consistent with working with people. Qualities which will be assessed upon entry into the program, through admissions materials, and prior to the first field education experience will include, but are not limited to:
  - a. personal integrity and emotional stability requisite for professional practice.
  - b. behaviors toward peers, faculty or staff (at university or agency/church based setting) must be appropriate.
  - c. value system consistent with the standards of the social work profession.
  - d. sensitivity to the needs of people, respect and acceptance of people where they are in their own growth and environment.
  - e. being self-aware and demonstrating effective interpersonal skills for professional helping relationships.
  - f. responsibility in class work, contributions to program and fellow colleagues
  - g. openness to faculty observations of both strengths and areas of growth that will either enhance or diminish academic or professional status. Good relational skills and communication skills can be enhanced. Areas of growth will be addressed during the ongoing evaluation of the student progress in the program.

Termination from the MSW Program and/or field education will occur when it is determined by MSW Director and/or Director of Field Education. Prior to termination the student will be involved in a formal APEC process with the Academic and Professional Evaluation Committee. This committee focuses on assisting students to be successful in the MSW Program rather than a punitive process. However if a student does not comply with the process, formal termination from the MSW Program will occur.

## **Termination Process**

A student will be involved in a formal APEC process, prior to termination. If a decision is made by the APEC committee in consultation with the MSW Director to terminate the student from the MSW Program, the student will be notified in an interview with the MSW Director, followed by a letter stating specifically the reasons for termination from the program. During the APEC process, the student is encouraged to take responsibility for correcting any difficulties and have regular contact with the Chairperson of the APEC committee.

# **APPEALS PROCEDURE**

## **Academic Appeals**

Any MSW student who has a concern about matters related to academic issues (class assignments, materials procedures, field education or grades) meets first with the faculty member/faculty field liaison involved and if no resolution is achieved with the MSW Director or Director of Field Education. If the problem is not resolved satisfactorily, the student will follow the following guidelines for an appeal process.

## **Guidelines for Academic Appeals**

1. Issues not resolved at the MSW Director or Director of Field Education level (see above) are to be referred to the Academic Dean.
2. Students whose concerns are not resolved in conference with the Academic Dean may file a written appeal. Letters of appeal should be addressed to the Academic Dean and should be filed within thirty days of the occurrence of the issue in question. (If needed, forms for this purpose are available in the Office of the Registrar.)
3. The Academic Dean will refer such written appeals to the Academic Petitions Sub-committee or other appropriate person for action. The student will receive a decision in writing.
4. The student may appeal the decision of the Academic Petitions Sub-committee to the Academic Policies and Curriculum Committee as a whole. The decision of the Academic Policies and Curriculum Committee will be considered final.

## **Non-Academic Appeals**

Non-academic reasons for terminating a student's enrollment in the MSW Program may result when a student is non-compliant with Asbury University community standards or issues related to the NASW Code of Ethics. In this instance, the MSW Director or Director of Field Education is the first to address the student about the problem, depending on circumstances. Since dismissal from the program whether for academic or non-academic reasons, has primarily academic repercussions, the appeals process will ordinarily follow the guidelines for appeal in the most recent MSW Student Handbook.

# RECORDING FIELD HOURS AND FIELD INSTRUCTION GRADES

Students must complete all of the required field education hours for each semester. Students are responsible for keeping a record of field education hours weekly and providing this record to the office on a **monthly basis as per the academic calendar**. The student's agency field instructor must sign the monthly form. In field settings that have external field instructors, the task supervisor will be responsible for signing the monthly time sheets. In every case students are expected to retain a copy of their "Time Reports" submitted to the office. **It is important to note that the office does not automatically issue individual student reports or reminders during the semester concerning the status of field education hours.**

In order to receive a grade at the end of each marking period, the student must have completed a minimum of 75% of the hours required for the first semester, and all of the field hours by the end of the second semester. Students will not receive a completed and graded evaluation for the semester until the minimum required hours have been completed. In the case that a student has not completed the minimum number of hours, the faculty field liaison will consult with the field instructor concerning the proper time for an evaluation visit.

## Required Hours for MSW Field Placement

### **Foundation Year (First Year)**

As indicated in the course descriptions for Field Instruction I and II, the foundation field placement begins in the middle of fall semester of the student's first year of study. Students prepare for this field experience by completing 6 - 8 weeks of classes prior to beginning the placement hours. Field Instruction I consists of 144 hours of field placement (**18 hours/week for 8 weeks**) during the second half of fall semester. During the spring semester, students continue the field placement for 270 hours (**18 hours/week for 15 more weeks**). This structure of 18 hours per week allows students to complete a total of **414 hours in field placement during their foundation year** and meets the hours required for CSWE accredited MSW programs.

### **Concentration Year (Second year or Advanced Standing)**

As indicated in the course descriptions for Field Instruction III and IV, the concentration field placement begins at the beginning of the fall semester. The students will complete **18 hours/week for 15 weeks** in both the fall and spring semesters. This is 270 field hours per semester, for **a total of 540 field hours in the concentration year**. This structure of 18 hours/week allows students to complete the required field placement hours for CSWE accredited MSW programs. **The total field hours for the four field courses are 954.**

## Intern Placement Tracking Software (IPT)

The MSW program uses Alcea Intern Placement Tracking (IPT), web-based software, to track field placement information including time sheets and student evaluations. Their website can be found at <http://www.alceasoftware.com/web/login.php> or [www.runipt.com](http://www.runipt.com)

Individual log-in information and instructions will be provided by the MSW program to students and agency field instructors.

**Practicum Hours Submitted for Research/Independent Projects Outside of the Agency**

No more than 10% of the total field hours may be completed outside of the agency. Prior approval must be obtained from the Director of Field Education and your Agency Field Instructor. The form for Independent Project Hours can be obtained from the Director of Field Education.

**Inclement Weather Hours**

If your agency is closed due to inclement weather or if you are unable to travel to your agency, you are expected to make up the practicum hours. There are opportunities during reading weeks and days you are not at your agency to provide ample time for make-up.

# **FIELD EDUCATION POLICIES AND PROCEDURES**

## **Field Placement Early Start Policy**

Field placements for foundation students generally begin 6 weeks after start of the fall semester and end when the semester ends. Field placements for concentration students generally begin when the semester begins and end when the semester ends. A concentration year non-advanced standing student, or an agency, may submit a written request for the student to begin field placement prior to the beginning of the semester. Under these circumstances the guidelines that need to be observed include:

1. Director of Field Education must approve the request made by the student or agency for the student to begin placement early;
2. No more than 50 field hours may be completed prior to the beginning of the semester with the practicum not ending before April 15; and
3. Normal contracting, agency supervision, and accountability processes will be followed.

Upon approval of the agency, student, and Director of Field Education, the Director of Field Education will serve as the interim faculty field liaison (if applicable).

Early Start Request form may be obtained from Director of Field Education.

## **Change in Placement**

Assignment to a field placement is a careful and deliberate process. Students normally remain in the same placement for the entire academic year. Any unnecessary reassignments of field placements are discouraged.

After the interview process and agreement that the student will be completing his/her field placement at a specific site, s/he must follow through with that assigned field site. If the student decides, prior to going to the first day of field placement, that s/he does not want to do his/her hours at this site, the Director of Field Education will automatically terminate the field placement for that specific academic year. Another field placement will not be assigned until the student meets with the APEC Committee, and presents the rationale for not accepting the field placement and indicates that s/he understands the field placement policy and procedures in this Manual.

After starting the field placement, a graduate student may request in writing a change of field placement when unusual circumstances arise that make the continuation in the agency inappropriate. The following procedures must be followed when a change in field placement is requested. The Director of Field Education, the faculty liaison, field instructor, or the student may initiate a request for the change. However, it should be noted that if the student desires an end to placement, s/he should continue to participate in field duties until the process for change is acted upon. Students are not to arbitrarily leave their field placement, as this could result in a failing grade for the course. It is the responsibility of the Director of Field Education to make final determination where:

- a. Student's academic and/or nonacademic performance at the agency is in question including violation of the code of ethics, and emotional stability; and
- b. The need for a change is agency related.

The following process has been established in the event that a student or agency requests a change in field placement.

1. The situation and/or concern should first be discussed between the student and his/her field instructor, and a thorough attempt toward reconciliation should be made.
2. In the event that the problems are not resolved and there remains a sense that termination of the field experience may be necessary, a written request to the faculty field liaison should be made by the person requesting the termination outlining the problems.
3. The faculty field liaison will consult all parties involved in an effort to clarify the issues and to explore alternative solutions.
4. If, after this joint conference, an agreeable solution is not reached, the faculty field liaison will make a recommendation (in writing) to the Director of Field Education who will make the final decision about the termination request.
5. If the Director of Field Education approves the termination of the placement, the field instructor, and the student should complete the field evaluation, following the normal evaluation process that includes a three way meeting with the faculty field liaison.
6. The faculty field liaison, in collaboration with the field seminar professor, will assign a grade for the semester of field education.
7. In the event that a second placement is started during the semester, the Director of Field Education will determine if the grade for the semester is based on the evaluation of the first placement alone or the combined field experience evaluations.

If the termination of field placement was due to student-related academic and/or nonacademic reasons, the matter will be referred to the Academic and Professional Evaluation Committee (APEC).

If the termination was due to agency's formal/informal evaluation of the student's unsatisfactory performance, the matter will be referred to the Academic and Professional Evaluation Committee (APEC).

Should APEC decide that continuance in the program is merited, the student will meet with the Director of Field Education to begin the process of selecting a new field agency. Additional hours beyond the minimum will be required to adjust for the disruption (a minimum of an additional 50 field hours), to be determined by the Director of Field Education.

Students must complete all of the required field education hours for each semester. Students are responsible for keeping a record of field education hours weekly and providing this record to the office on a **monthly basis as per the academic calendar**. The student's agency field instructor must sign the monthly form. In field settings that have external field instructors, the task supervisor will be responsible for signing the monthly time sheets. In every case students are expected to retain a copy of their "Time Reports" submitted to the office. **It is important to note that the office does not automatically issue individual student reports or reminders during the semester concerning the status of field education hours.**

12/5/17

In order to receive a grade at the end of each marking period, the student must have completed a minimum of 75% of the hours required for the first semester, and all of the field hours by the end of the second semester. Students will not receive a completed and graded evaluation for the semester until the minimum required hours have been completed. In the case that a student has not completed the minimum number of hours, the faculty field liaison will consult with the field instructor concerning the proper time for an evaluation visit.

# **FIELD SEMINARS**

Field Seminars are held in two-hour blocks as described in the syllabi for Field Instruction courses. They serve as a link between class and field. The seminars are designed to assist the students in integrating classroom learning and field learning. Using a small-group design with a faculty member serving as facilitator, the seminar enables students to serve as resource persons and a support network for one another.

## **Seminar Expectations**

**Attendance:** Because of the sharing nature of field seminar and the dependence of students on each other for processing their learning, attendance is expected. Unavoidable absences should be negotiated in advance, if at all possible. Unexcused absences will result in a lower grade. See the Attendance Policy in the Field Instruction syllabi.

**Participation:** Active participation is essential to the learning and group cohesiveness in the field seminar. It is expected that you will share your own ideas and feelings as well as to give thoughtful feedback to your seminar members.

**Confidentiality:** Strict confidentiality of all that is shared during the field seminar personally by group members, about clients, and about situations is expected. Being able to trust each other to respect our personal revelations is critical to the success of field seminar experience and to your professional development.

As outlined in the 2004 HIPAA Act Asbury University may use and disclose PHI (personal health information) about student's clients with or without their distinct authorization in the following circumstance: *"Providing training programs for students, trainees, health care providers or non-health care professionals to help them practice or improve their skills."* For more information about HIPAA and the client rights it protects, please contact the Director of Field Education.

**Leadership:** As a part of Field Seminar, students will be selected to lead the seminar. The focus of the discussions will be pre-selected themes chosen by the instructor and students. Student leaders will draw case examples from their own practice related to the theme of the day and will engage colleagues around the issues arising out of a particular theme. The instructor will serve as a resource person.

**The field seminar professor is responsible for combining the seminar grade with the field grade and giving the overall grade for the field instruction courses.**

# **ETHICAL STANDARDS FOR FIELD EDUCATION**

Field Education is an opportunity for students to apply knowledge gained in courses offered in the graduate program. It further provides students with work site experience and develops relationships with clients, social workers and other colleagues in helping fields in practice settings.

As part of Field Education, students are likely to come into possession of information which is of a confidential nature. Safeguards and good judgment by students must be maintained so as to judiciously protect confidential information. To enhance the integration of theory and practice, students occasionally find it a valuable part of their learning to discuss with their peers and faculty members aspects of their case material. It is understood that great care is taken by students to protect the confidentiality of their clients whether their reports are verbal or written. Case material shared for classroom assignments should be sufficiently disguised to guard against any identification of clients or their families.

Professionalism works within career areas to promote wholeness of individuals, families, groups, communities and organizations. It is important that students in Field Education sites be supportive of one another, the University, and the organization or agency for which they are involved as an intern. Care and discretion must be used in discussing problems and concerns related to the University or the Field Education site.

Another part of professionalism is appropriate dress. Students will be expected to dress appropriately for the experience to which they are assigned. The field instructor to which the student is assigned sets the standards of dress.

The University expects Field Education students to exemplify the characteristics of honesty, integrity, good physical and mental health, and devotion to high moral standards. Students are further expected to be self-directed and responsible for their own learning, utilizing constructive feedback for personal and professional growth during this time. Students are expected to maintain standards of behaviors which reflect the philosophy and goals of the University and the MSW Program.

Social Work practice is a public trust that requires integrity, compassion, belief in the dignity and worth of human beings, respect for individual differences and a commitment to service. Every social worker carries a responsibility to maintain and improve social work service, and to constantly use and increase knowledge upon which practice and policies are based. The Code of Ethics of the National Association of Social Workers embodies certain standards of behavior for the social worker in all service relationships with colleagues, agencies and the community. As previously stated in this manual, graduate students during Field Education are required to exhibit behaviors and attitudes consistent with the NASW Code of Ethics.

# **FIELD FORMS**

Asbury University  
Master of Social Work Program

**Release Of Information Form**

I, \_\_\_\_\_, give the social work faculty and/or Director of Field Education at Asbury University permission to mutually exchange information with my field instructor or other designated field practicum personnel. Information to be released includes information contained in field practicum application, resume, narrative, year in school, courses completed, academic strengths or limitations, and problems and resolutions that may arise in the field practicum experience. Permission will expire after the final grade for the last field instruction course has been turned into the Registrar's office by the social work faculty.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness \_\_\_\_\_ Date \_\_\_\_\_



Asbury University  
**Master of Social Work**  
**Student Placement Agreement**

By signing this agreement, the student agrees to the following:

**STUDENT PERSONAL SAFETY**

Students must recognize that the social work context has increasing potential for risk to personal safety. When in the field, the student should be alert to environmental factors relative to personal safety.

1. Students are expected to conform to the standards established by the field work agency regarding personal safety.
2. Students are expected to use discernment regarding personal safety, particularly when making visits in the community and in the homes of clients.
3. Students are to leave an itinerary with an immediate supervisor with destinations and time of return, whenever working outside of agency offices.
4. The University assumes no liability for the personal safety of students in the context of all educational activities on or off campus.
5. Under no circumstances should students use a personal vehicle to transport agency clients or staff unless insurance coverage for such use is provided by the agency. **Students are responsible to verify that the agency coverage includes their personal vehicle.** The university cannot reimburse students for any damage or loss they may experience. Students should receive mileage reimbursement from/for agency travel that is in keeping with agency policy.

**CONFIDENTIALITY STATEMENT**

I, \_\_\_\_\_, a student in the Master of Social Work Program understand that the nature of field work, whether observation or practicum placement, is confidential. I, therefore, agree to the following:

1. I will never reveal the identity of clients or any identifying information about clients.
2. I will never take client files outside of the agency/organization setting.
3. I will only read client files given access to me by my Agency Field Instructor.
4. I will notify the Agency Field Instructor of any previous relationship with a client, such as a friend, relative, or fellow Asbury University student. I will never read such files.
5. I will keep all client information confidential during and after the field placement and during and after my Master of Social Work experience.
6. I will not make reference in any way to my practicum site, personnel or clients on ANY social media site or public forum such as Facebook, Twitter, Instagram, etc.

Further, I understand that a breach in confidentiality may constitute grounds for immediate termination from field placement, for denial of admission to the Master of Social Work Program or Field Placement, and for disciplinary action in the Master of Social Work Program.

A Social Work faculty member has explained the concept of confidentiality to me, and I have had an opportunity to ask questions about confidentiality.

**NASW Code of Ethics**

As a student of the Master of Social Work Program at Asbury University, I understand that the primary responsibility of all social workers is to practice ethically, and to accept the NASW Code of Ethics as the criteria for ethical practice. I understand that it is the responsibility of all social workers to assure that this professional code of ethics is maintained and incorporated into their professional practice with colleagues, clients, and other individuals who could be affected by the social worker's professional judgment. (<http://www.naswdc.org/pubs/code/code.asp>)

**I have read and understand the aforementioned statements and agree to abide by them.**

Name (printed) \_\_\_\_\_

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

Director of Field Education \_\_\_\_\_ Date \_\_\_\_\_

# Asbury University

## Field Instruction Placement Agreement

To be completed by student

- |                          |                        |                          |            |
|--------------------------|------------------------|--------------------------|------------|
| <input type="checkbox"/> | MSW—Foundation Year    | <input type="checkbox"/> | BSW—Junior |
| <input type="checkbox"/> | MSW—Concentration Year | <input type="checkbox"/> | BSW—Senior |

### I. GENERAL INFORMATION

Date \_\_\_\_\_ Course and Section \_\_\_\_\_

Name of Student \_\_\_\_\_  
Last first middle usually called

Address \_\_\_\_\_

Home Telephone \_\_\_\_\_

University Faculty Liaison \_\_\_\_\_

Phone # \_\_\_\_\_

### II. PLACEMENT INFORMATION

Name of Placement \_\_\_\_\_

Type of Placement \_\_\_\_\_

(clinic, group home, etc.)

Placement Address \_\_\_\_\_

Placement Phone \_\_\_\_\_

Student's Placement Title \_\_\_\_\_

Beginning date of field work \_\_\_\_\_ Expected completion date \_\_\_\_\_

Approximate number of hours/week (The fall and spring terms are 15 weeks) \_\_\_\_\_

Is the student expected to work during holidays, exam week and school breaks?

Yes \_\_\_\_\_ No \_\_\_\_\_

Is remuneration for the student available? Yes\_\_\_ No \_\_\_

(See Manual for Guidelines if yes)

Agency Field Instructor's Name \_\_\_\_\_

Title \_\_\_\_\_

Agency Field Instructor's Address \_\_\_\_\_

Agency Field Instructor's Phone \_\_\_\_\_

Email \_\_\_\_\_

### III. CONFIRMATIONS AND AGREEMENTS

1. The organization/program will support the Competencies and Practice Behaviors described in the Asbury University MSW Field Manual.
2. The organization/program will support the policies and responsibilities stated in the Asbury University MSW Field Manual.
3. The organization/program is willing to participate in the evaluation process.

Signing below demonstrates an understanding that this field placement is part of the requirements for the Master of Social Work degree and is considered to be an integral part of the equipping of social work practice. The student agrees to attend campus seminar meetings and perform tasks in a professional manner. The agency field instructor agrees to hold weekly conferences and give guidance to the student's field experience.

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

\_\_\_\_\_  
Organization Agency Field Instructor's signature Date \_\_\_\_\_

Approved by: \_\_\_\_\_ Date \_\_\_\_\_  
Faculty Field Liaison

Student will submit in Field Seminar Class after first week of placement. The Seminar professor will give signed document to the Director of Field Education.

**TO BE COMPLETED BY THE STUDENT**

A. Agency description (the mission of the agency, population served, the particular services unit and the opportunities available to work with individuals, families and groups from diverse social and cultural backgrounds).

B. Directions to your field placement location from Asbury University (to expedite faculty liaison site visits)

**TO BE COMPLETED BY THE AGENCY FIELD INSTRUCTOR**

**A. Plans to Orient the Student to the Field Placement Site:**

**B. Educational Arrangements:**

1. Plan for Weekly individual conference with the student

2. Plan for Group supervision of student (can include BSW and MSW students, as well as students from related discipline such as psychology) – This is OPTIONAL

3. Plans for Trainings, Conferences, etc. that can be attended by student during the academic year 2013-2014 – This is OPTIONAL

4. Plans for staff meetings, case conferences etc. that can be attended by the student

5. Plans for co-facilitating family and group sessions, interdisciplinary team participation, direct observation of student, etc.

**Asbury University Master of Social Work Program  
Time Report For Graduate Students**

Name \_\_\_\_\_ Month of \_\_\_\_\_, 20\_\_\_\_\_ Previous Total Hours: \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	Total for Week
Date: _____ Hours: _____							
Date: _____ Hours: _____							
Date: _____ Hours: _____							
Date: _____ Hours: _____							
Date: _____ Hours: _____							

Work Time (Total Number of Hours Worked for the Month) \_\_\_\_\_ Current Total for the Year: \_\_\_\_\_

Signature of Graduate Student \_\_\_\_\_ Date \_\_\_\_\_  
Signature of Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

Hours for Foundation Year Students  
1<sup>st</sup> Semester=Expected 144 hours  
(75% required to receive grade=108)  
**Required by end of 2<sup>nd</sup> semester=414 hours required**

Hours for Concentration Year Students  
1<sup>st</sup> Semester=Expected 270 hours  
(75% required to receive grade=203)  
**Required by end of 2<sup>nd</sup> semester=540 hours required**

# **FOUNDATION YEAR REQUIRED FORMS**

**ASBURY UNIVERSITY MSW PROGRAM  
FOUNDATION (FIRST) YEAR  
Learning Contract Plan and Field Evaluation Form  
BASED ON 2015 CSWE EPAS**

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

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

\_\_\_\_\_  
*Faculty Field Professor*

\_\_\_\_\_  
*Agency Social Work Field Instructor*

\_\_\_\_\_  
*Agency Task Supervisor (if different than social worker)*

**Field Experience Beginning Date** \_\_\_\_\_ **Ending Date** \_\_\_\_\_

**Instructions for Learning Contract Plan:**

1. The Learning Contract Plan is to be completed by the student and the agency field instructor in a **process that emphasizes the student's responsibility for his/her own learning and professional development and the agency field instructor's role as educator.**
2. The student, with the assistance of the agency field instructor, will review tasks in the chart below and mark tasks in each competency that will be used in the field setting and later will be assessed for the final evaluation. At least one task must be identified for each practice behavior.
3. Additional tasks relevant to the specific field setting may be added to any competency/ practice behavior.
4. The Learning Contract Plan must be signed by the student and agency field instructor in IPT at the beginning of the field placement experience by the due date posted in the syllabus.

Prior to the start of the field placement experience, the students will have reviewed ALL the competencies and behaviors, in the field seminar classes. As the agency supervisor, you can view your student as the “expert” on these competencies and behaviors and you will contribute your expertise to the practice and evaluation process by knowing your agency and actively engaging your student in the practice and evaluation process. The faculty field liaison will be available to assist you in all the steps of the process.

The evaluation process should reflect an ever-increasing ability to do self-directed practice, and students should be able to assume greater autonomy and a more challenging caseload, with clinical supervision, as the year progresses. This growth should be understood through expectations of a **beginner generalist masters level social work student.**

**Instructions for Final Evaluations:**

1. During the semester, the student and the agency field instructor can, and are encouraged to, informally discuss the student's progress on the field learning tasks and practice behaviors during weekly supervision meetings.
2. Supervisors and students should meet to discuss and complete the practicum evaluation **prior** to the final faculty site visit. Please note that for the **fall semester evaluation**, a few behaviors may be incomplete and left blank on the fall evaluation chart. On the spring semester evaluation, all behaviors must be evaluated.
3. During the site visit meeting, the field evaluation form will be reviewed. This evaluation will be the basis for determining 80% of the grade for Foundation Field Instruction.
4. The evaluation form will be signed online at [www.runIPT.com](http://www.runIPT.com) by all parties following this meeting.

**Your careful attention to the completion of this evaluation form and your feedback on our students' progress in Field Education are greatly appreciated.**

**MAJOR RESPONSIBILITIES/ASSIGNMENTS FOR THE STUDENT (List Top 5)**

- 1.
- 2.
- 3.
- 4.
- 5.

**Rating System for Evaluation of Behaviors**

Scale	Description
<b>5</b>	<b>Excellent:</b> Consistently meets expectation for competency and demonstrates advanced mastery in practice behavior. No areas for further improvement or development are noted.
<b>4</b>	<b>Above Average:</b> Frequently meets expectation for competency and demonstrates substantial mastery in practice behavior. A small amount of minor improvement or development is possible.
<b>3</b>	<b>Average/ Adequate:</b> Usually able to meet expectation for competency and demonstrates acceptable ability in practice behaviors. A significant amount of further improvement and development is noted.
<b>2</b>	<b>Below Average:</b> Sometimes meets expectation for competency with limited ability to perform the practice behavior. Low level of competence.
<b>1</b>	<b>Poor:</b> No evidence of meeting competency and no ability to perform the practice behavior. Very low level of competence.

Field Evaluation Grading Scale by Quality Points	D/F	C-	C	C+	B-	B	B+	A-	A	A+
	1.0	2.0	2.4	2.7	3.0	3.4	3.7	4.0	4.5	5

<b>Competency 1: Demonstrate Ethical &amp; Professional Behavior</b>		Fall	Spring
Behaviors (Nos. 1-4)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
<b>#1</b> - 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 at the micro, mezzo and/or macro levels.	<input type="checkbox"/> Review NASW Code of Ethics & discuss relevant to field setting <input type="checkbox"/> Discuss application of Code of Ethics to specific client situations <input type="checkbox"/> Review ethical decision-making models and discuss relevant to field setting <input type="checkbox"/> Identify and discuss ethical dilemmas in working with clients <input type="checkbox"/> Discuss application of decision-making models to cases in field setting <input type="checkbox"/> Discuss personal reflections and/or efforts to improve i.e. has ability to be self-critical and open to improvement <input type="checkbox"/> Use journaling to identify personal reflections and/or efforts to improve <input type="checkbox"/> Develop agenda for weekly session with supervisor		
<b>#2</b> - Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, recognizing how their personal experiences and affective reactions influence their professional judgment & behavior.	<input type="checkbox"/> Monitor appropriate behavior in the agency setting <input type="checkbox"/> Review written guidelines (specific to the field setting) which are relevant to professional roles and boundaries <input type="checkbox"/> Monitor appropriate behavior, appearance & communication in the agency setting <input type="checkbox"/> Bring questions to weekly sessions with supervisor <input type="checkbox"/> Review written guidelines (specific to the field setting) which are relevant to professional demeanor		
<b>#3</b> - Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		
<b>#4</b> - Social workers use supervision and consultation to guide professional judgment and behavior.			

<b>Competency 2: Engage Diversity and Difference in Practice</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 5-8)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
<b>#5</b> - Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and/or macro levels.	<ul style="list-style-type: none"> <li>___ Discuss experiences in working with clients from diverse backgrounds</li> <li>___ Learn from diverse clients and constituencies</li> <li>___ Research how a specific diverse group can be oppressed or marginalized in society (select group based on field setting)</li> </ul>		
<b>#6</b> - Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences.	<ul style="list-style-type: none"> <li>___ Develop and/or present a workshop/training on cultural diversity</li> <li>___ Discuss how personal values impact practice</li> <li>___ Develop collaborative relationships with clients and/or colleagues, from diverse backgrounds</li> </ul>		
<b>#7</b> - Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients, constituencies & vulnerable populations.	<ul style="list-style-type: none"> <li>___ Use journaling to identify cultural diversity and/or justice issues, relevant to field setting</li> </ul>		
<b>#8</b> - 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.	<b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

<b>Competency 3: Advance Human Rights &amp; Social, Economic, and Environmental Justice</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 9-11)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
<b>#9</b> - Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels and/or engage in practices that advance social, economic, & environmental justice.	<ul style="list-style-type: none"> <li>___ Discuss or participate in efforts by the agency to advocate for human rights at the individual, system, and global levels</li> <li>___ Identify and understand the agency's strategies to eliminate oppressive structural barriers to human rights</li> <li>___ Discuss course content &amp; integrate with learning in field setting</li> </ul>		
<b>#10</b> - 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.	<b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		
<b>#11</b> - 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.			

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 12-13)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
<b>#12</b> - Social workers use practice experience and theory to inform scientific inquiry and research & use and translate research evidence to inform and improve practice, policy and service delivery.	<ul style="list-style-type: none"> <li>___ Discuss course content &amp; integrate with learning in field setting</li> <li>___ Analyze &amp; discuss application of developmental theories (micro, mezzo or macro) to clients in field setting</li> <li>___ Discuss systems theory (micro, mezzo or macro)</li> </ul>		
<b>#13</b> - Social workers apply critical thinking to engage in & understand analysis of quantitative and qualitative research methods and research findings & their respective roles in advancing a science of social work & in evaluating their practice.	<ul style="list-style-type: none"> <li>___ Analyze &amp; discuss cases based on systems theory (micro, mezzo or macro)</li> <li>___ Discuss strengths-based generalist practice &amp; other models presented by agency supervisor and/or relevant to field setting</li> <li>___ Analyze &amp; discuss cases based on one or more model for generalist practice</li> <li>___ Discuss research assignment relevant to Case Study</li> <li>___ Conduct literature review relevant to research questions</li> <li>___ Discuss research findings in the literature relevant to a specific client and/or client population in the agency</li> </ul>		
	<b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

<b>Competency 5: Engage in Policy Practice</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 14-17)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
<b>#14</b> - Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<ul style="list-style-type: none"> <li>___ Discuss agency policy history and current structures &amp; procedures as relevant to specific case situations</li> <li>___ Identify and discuss local/state/federal policies relevant to client population in agency</li> </ul>		
<b>#15</b> - Social workers assess how social welfare and economic policies impact the delivery of and access to social services.	<ul style="list-style-type: none"> <li>___ In supervision, critically assess policies related to agency</li> <li>___ Attend a policy-related event e.g. Lobby Day</li> </ul> <p><b>Additional Field Learning Tasks specific to this field setting: (list below)</b></p>		
<b>#16</b> - Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
<b>#17</b> - 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.			

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, &amp; Communities</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 18-19)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
<b>#18</b> - 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.	<ul style="list-style-type: none"> <li>___ Discuss or write an assessment - Case Study</li> <li>___ Write a macro (community or organization) assessment – Case Study</li> <li>___ Discuss and/or write a section on client’s strengths (part of an assessment process in the agency)</li> <li>___ Write goals and/or objectives for working with a client, based on an assessment (Case Study)</li> </ul>		
<b>#19</b> - Social workers use empathy, reflection, and interpersonal skills to effectively and appropriately engage diverse clients and constituencies.	<ul style="list-style-type: none"> <li>___ Discuss the process for engaging clients in the services provided by the field setting</li> <li>___ Develop and/or implement a plan for beginning work with a client system (micro, mezzo, and/or macro)</li> <li>___ Discuss progress in developing empathy and other interpersonal skills</li> </ul> <p><b>Additional Field Learning Tasks specific to this field setting: (list below)</b></p>		

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, &amp; Communities</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 20-23)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
<b>#20</b> - Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<ul style="list-style-type: none"> <li>___ Discuss or write an assessment - Case Study</li> <li>___ Write a macro (community or organization) assessment – Case Study</li> <li>___ Discuss, develop and/or implement process to track client’s progress in attaining goals</li> </ul>		
<b>#21</b> - Social workers 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.	<ul style="list-style-type: none"> <li>___ Discuss, observe and/or participate in program evaluation processes e.g. need assessment, program monitoring, grant process</li> <li>___ Write goals and/or objectives for working with a client, based on an assessment (Case Study)</li> </ul>		
<b>#22</b> - Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<ul style="list-style-type: none"> <li>___ Complete agency-specific paperwork related to case documentation</li> <li>___ Discuss agency’s qualitative or quantitative research methods related to best practices</li> </ul> <p><b>Additional Field Learning Tasks specific to this field setting: (list below)</b></p>		

#23 - Social workers select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			
--	--	--	--

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 24-27)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
#24 - Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/> Discuss course content & integrate with learning in field setting <input type="checkbox"/> Analyze & discuss application of developmental theories (micro, mezzo or macro) to clients in field setting <input type="checkbox"/> Discuss systems theory (micro, mezzo or macro) <input type="checkbox"/> Analyze & discuss cases based on systems theory (micro, mezzo or macro) <input type="checkbox"/> Discuss strengths-based generalist practice & other models presented by agency supervisor and/or relevant to field setting <input type="checkbox"/> Analyze & discuss cases based on one or more model for generalist practice		
#25 - Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/> Bring questions to weekly sessions with supervisor related to interventions <input type="checkbox"/> Discuss and/or make referrals and/or provide negotiation or mediation services for clients in field setting <input type="checkbox"/> Discuss, observe and/or provide negotiation, mediation and/or advocacy services for clients in a field setting		
#26 - Social workers negotiate, mediate, and advocate with and on behalf of diverse clients, constituencies, and vulnerable populations.	<input type="checkbox"/> Discuss efforts by the agency to advocate for human rights at the individual, system, and global levels <input type="checkbox"/> Identify and discuss the agency's strategies to eliminate oppressive structural barriers to human rights <input type="checkbox"/> Develop collaborative relationships with clients and/or colleagues, from diverse backgrounds		
#27 - Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/> Observe and/or conduct a transitional and/or ending with a client system in the field setting  <b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, &amp; Communities</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 28-30)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
#28 - Social workers select, analyze, monitor, evaluate and use appropriate methods for evaluation of program processes & outcomes.	<input type="checkbox"/> Discuss and/or write a section on client's strengths (part of an assessment process in the agency) <input type="checkbox"/> Write goals and/or objectives for working with a client, based on an assessment (Case Study)		
#29 - Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="checkbox"/> Discuss and/or complete intervention and/or case management plan relevant to practice setting <input type="checkbox"/> Discuss, observe and/or provide relevant services for one or more clients (individual, group, family and/or crisis intervention) in the field setting <input type="checkbox"/> Discuss and/or make referrals and/or provide negotiation or mediation services for clients in field setting <input type="checkbox"/> Discuss and/or conduct a transition or ending session with a client system		
#30 - Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and/or macro levels.	<input type="checkbox"/> Discuss, develop and/or implement process to track client's progress in attaining goals <input type="checkbox"/> Discuss, observe and/or participate in program evaluation processes e.g. need assessment, program monitoring, grant process <input type="checkbox"/> Complete agency-specific paperwork related to practice outcomes <input type="checkbox"/> Discuss agency's qualitative or quantitative research methods <input type="checkbox"/> Discuss, observe and/or provide an evaluative and/or final session for a client  <b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

**Approval of Field Learning Contract Plan:**

Understanding that this field placement is part of the requirements for the Master of Social Work degree and is considered to be an integral part of the equipping of social work practice, the student agrees to attend campus seminar class meetings and perform above tasks in a professional manner, and the agency field instructor agrees to hold weekly conferences and give guidance to the student's field experience.

**Learning Contract Signatures: (due at the beginning of the placement by date listed in the course syllabus)**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Agency Field Instructor's Signature

Approved by Faculty Field Professor: \_\_\_\_\_

**Fall Semester Final Evaluation Summary: (due at end of the semester by date listed in course syllabus)**

To be completed by Agency Field Instructor:

**1. What strengths have you observed in the student?**

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

**2. What areas do you identify for personal and professional growth in the student?**

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

**Hours completed in the Fall field experience:** \_\_\_\_\_

**Add fall rating points and give overall point average.**

**Average of Fall Field Evaluation Points: (1-5)** \_\_\_\_\_

**Agency Field Instructor Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**The student should check one of the following**

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

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

**Faculty Field Liaison Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>To be completed by the Faculty Field Liaison</b>	<b>To be completed by Seminar Professor</b>	<b>Final Field Education Letter Grade (Seminar Prof.)</b>
Field Evaluation Average Points _____	Seminar Letter Grade _____ Seminar Points _____ Field Evaluation Pts__ x 0.85 = _____	_____
Field Evaluation Letter Grade _____	Seminar Points _____ x 0.15 = _____ Total Field Education Points = _____	

<b>Field Evaluation Grading Scale by Quality Points</b>	<b>D/F</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>	<b>A+</b>
	<b>1.0</b>	<b>2.0</b>	<b>2.4</b>	<b>2.7</b>	<b>3.0</b>	<b>3.4</b>	<b>3.7</b>	<b>4.0</b>	<b>4.5</b>	<b>5</b>

**Spring Semester Final Evaluation Summary: (due at end of the semester by date listed in course syllabus)**

To be completed by Agency Field Instructor:

**1. What strengths have you observed in the student?**

---



---



---



---



---

**2. What areas do you identify for personal and professional growth in the student?**

---



---



---

**Hours completed in the Fall field experience: \_\_\_\_\_**

**Add spring rating points and give overall point average.**

**Average of Spring Field Evaluation Points: (1-5) \_\_\_\_\_**

**Agency Field Instructor Signature: \_\_\_\_\_ Date \_\_\_\_\_**

**The student should check one of the following**

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

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

**Faculty Field Liaison Signature \_\_\_\_\_ Date \_\_\_\_\_**

<b>To be completed by the Faculty Field Liaison</b>	<b>To be completed by Seminar Professor</b>	<b>Final Field Education Letter Grade (Seminar Prof.)</b>
Field Evaluation Average Points _____	Seminar Letter Grade _____ Seminar Points _____ Field Evaluation Pts__ x 0.85 = _____	_____
Field Evaluation Letter Grade _____	Seminar Points _____ x 0.15 = _____ Total Field Education Points = _____	

<b>Field Evaluation Grading Scale by Quality Points</b>	<b>D/F</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>	<b>A+</b>
	<b>1.0</b>	<b>2.0</b>	<b>2.4</b>	<b>2.7</b>	<b>3.0</b>	<b>3.4</b>	<b>3.7</b>	<b>4.0</b>	<b>4.5</b>	<b>5</b>

# **CONCENTRATION YEAR REQUIRED FORMS**

**ASBURY UNIVERSITY MSW PROGRAM**  
**CONCENTRATION (SECOND YEAR or ADVANCED STANDING)**  
**Learning Contract Plan and Field Evaluation Form**  
**BASED ON 2015 CSWE EPAS**

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

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

\_\_\_\_\_  
*Faculty Field Professor*

\_\_\_\_\_  
*Agency Social Work Field Instructor*

\_\_\_\_\_  
*Agency Task Supervisor (if different than social worker)*

**Field Experience Beginning Date** \_\_\_\_\_ **Ending Date** \_\_\_\_\_

**Instructions for Learning Contract Plan:**

5. The Learning Contract Plan is to be completed by the student and the agency field instructor in a **process that emphasizes the student's responsibility for his/her own learning and professional development and the agency field instructor's role as educator.**
6. The student, with the assistance of the agency field instructor, will review tasks in the chart below and mark tasks in each competency that will be used in the field setting and later will be assessed for the final evaluation. At least one task must be identified for each practice behavior.
7. Additional tasks relevant to the specific field setting may be added to any competency/ practice behavior.
8. The Learning Contract Plan must be signed by the student and agency field instructor in IPT at the beginning of the field placement experience by the due date posted in the syllabus.

Prior to the start of the field placement experience, the students will have reviewed ALL the competencies and behaviors, in the field seminar classes. As the agency supervisor, you can view your student as the “expert” on these competencies and behaviors and you will contribute your expertise to the practice and evaluation process by knowing your agency and actively engaging your student in the practice and evaluation process. The faculty field liaison will be available to assist you in all the steps of the process.

The evaluation process should reflect an ever-increasing ability to do self-directed practice, and students should be able to assume greater autonomy and a more challenging caseload, with clinical supervision, as the year progresses. This growth should be understood through expectations of an advanced **master's level social work student.**

**Instructions for Final Evaluations:**

5. During the semester, the student and the agency field instructor can, and are encouraged to, informally discuss the student's progress on the field learning tasks and practice behaviors during weekly supervision meetings.
6. Supervisors and students should meet to discuss and complete the practicum evaluation **prior** to the final faculty site visit. Please note that for the **fall semester evaluation**, a few behaviors may be incomplete and left blank on the fall evaluation chart. A plan must be developed to address these behaviors in the spring. On the spring semester evaluation, all behaviors must be evaluated.
7. During the site visit meeting, the field evaluation form will be reviewed. This evaluation will be the basis for determining 85% of the grade for the Field Instruction course.
8. The evaluation form will be signed online at [www.runIPT.com](http://www.runIPT.com) by all parties following this meeting.

**Your careful attention to the completion of this evaluation form and your feedback on our students' progress in Field Education are greatly appreciated.**

**MAJOR RESPONSIBILITIES/ASSIGNMENTS FOR THE STUDENT (List Top 5)**

- 1.
- 2.
- 3.
- 4.
- 5.

**Rating System for Evaluation of Behaviors**

Scale	Description
5	<b>Excellent:</b> Consistently meets expectation for competency and demonstrates advanced mastery in practice behavior. No areas for further improvement or development are noted.
4	<b>Above Average:</b> Frequently meets expectation for competency and demonstrates substantial mastery in practice behavior. A small amount of minor improvement or development is possible.
3	<b>Average/ Adequate:</b> Usually able to meet expectation for competency and demonstrates acceptable ability in practice behaviors. A significant amount of further improvement and development is noted.
2	<b>Below Average:</b> Sometimes meets expectation for competency with limited ability to perform the practice behavior. Low level of competence.
1	<b>Poor:</b> No evidence of meeting competency and no ability to perform the practice behavior. Very low level of competence.

Field Evaluation Grading Scale by Quality Points	D/F	C-	C	C+	B-	B	B+	A-	A	A+
	1.0	2.0	2.4	2.7	3.0	3.4	3.7	4.0	4.5	5

<b>Competency 1: Demonstrate Ethical &amp; Professional Behavior</b>		Fall	Spring
Behaviors (Nos. 1-4)	Field Learning Tasks	Rating (1-5)	Rating (1-5)
<b>#1</b> - Advanced child and family practitioners 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 at the micro, mezzo and/or macro levels.	<input type="checkbox"/> Review NASW Code of Ethics & discuss relevant to field setting <input type="checkbox"/> Discuss application of Code of Ethics to specific client situations <input type="checkbox"/> Review ethical decision-making models and discuss relevant to field setting <input type="checkbox"/> Identify and discuss ethical dilemmas in working with clients <input type="checkbox"/> Discuss application of decision-making models to cases in field setting <input type="checkbox"/> Discuss personal reflections and/or efforts to improve i.e. has ability to be self-critical and open to improvement <input type="checkbox"/> Use journaling to identify personal reflections and/or efforts to improve <input type="checkbox"/> Develop agenda for weekly session with supervisor		
<b>#2</b> - Advanced child and family practitioners use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, recognizing how their personal experiences and affective reactions influence their professional judgment & behavior.	<input type="checkbox"/> Monitor appropriate behavior in the agency setting <input type="checkbox"/> Review written guidelines (specific to the field setting) which are relevant to professional roles and boundaries <input type="checkbox"/> Monitor appropriate behavior, appearance & communication in the agency setting <input type="checkbox"/> Bring questions to weekly sessions with supervisor <input type="checkbox"/> Review written guidelines (specific to the field setting) which are relevant to professional demeanor		
<b>#3</b> - Advanced child and family practitioners demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

#4 - Advanced child and family practitioners use supervision and consultation to guide professional judgment and behavior.			
--	--	--	--

<b>Competency 2: Engage Diversity and Difference in Practice</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 5-8)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
#5 - Advanced child and family practitioners apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and/or macro levels.	<ul style="list-style-type: none"> <li>___ Discuss experiences in working with clients from diverse backgrounds</li> <li>___ Learn from diverse clients and constituencies</li> <li>___ Research how a specific diverse group can be oppressed or marginalized in society (select group based on field setting)</li> </ul>		
#6 - Advanced child and family practitioners present themselves as learners and engage clients and constituencies as experts of their own experiences.	<ul style="list-style-type: none"> <li>___ Develop and/or present a workshop/training on cultural diversity</li> <li>___ Discuss how personal values impact practice</li> <li>___ Develop collaborative relationships with clients and/or colleagues, from diverse backgrounds</li> </ul>		
#7 - Advanced child and family practitioners apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients, constituencies & vulnerable populations.	<ul style="list-style-type: none"> <li>___ Use journaling to identify cultural diversity and/or justice issues, relevant to field setting</li> </ul>		
#8 - Advanced child and family practitioners understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	<b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

<b>Competency 3: Advance Human Rights &amp; Social, Economic, and Environmental Justice</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 9-11)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
#9 - Advanced child and family practitioners apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels and/or engage in practices that advance social, economic, & environmental justice.	<ul style="list-style-type: none"> <li>___ Discuss or participate in efforts by the agency to advocate for human rights at the individual, system, and global levels</li> <li>___ Identify and understand the agency's strategies to eliminate oppressive structural barriers to human rights</li> <li>___ Discuss course content &amp; integrate with learning in field setting</li> </ul>		
#10 - Advanced child and family practitioners understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.	<b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		
#11 - Advanced child and family practitioners understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.			

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 12-13)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
#12 - Advanced child and family practitioners use practice experience and theory to inform scientific inquiry and research & use and translate research evidence to inform and improve practice, policy and service delivery.	<ul style="list-style-type: none"> <li>___ Discuss course content &amp; integrate with learning in field setting</li> <li>___ Analyze &amp; discuss application of developmental theories (micro, mezzo or macro) to clients in field setting</li> <li>___ Discuss systems theory (micro, mezzo or macro)</li> </ul>		
#13 - Advanced child and family practitioners apply critical thinking to engage in & understand analysis of quantitative and qualitative research methods and research findings & their respective roles in advancing a science of social work & in evaluating their practice.	<ul style="list-style-type: none"> <li>___ Analyze &amp; discuss cases based on systems theory (micro, mezzo or macro)</li> <li>___ Discuss strengths-based generalist practice &amp; other models presented by agency supervisor and/or relevant to field setting</li> <li>___ Analyze &amp; discuss cases based on one or more model for generalist practice</li> <li>___ Discuss research assignment relevant to Case Study</li> <li>___ Conduct literature review relevant to research questions</li> <li>___ Discuss research findings in the literature relevant to a specific client and/or client population in the agency</li> </ul> <p><b>Additional Field Learning Tasks specific to this field setting: (list below)</b></p>		

<b>Competency 5: Engage in Policy Practice</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 14-17)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
<b>#14</b> - Advanced child and family practitioners identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/> Discuss agency policy history and current structures & procedures as relevant to specific case situations <input type="checkbox"/> Identify and discuss local/state/federal policies relevant to client population in agency		
<b>#15</b> - Advanced child and family practitioners assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/> In supervision, critically assess policies related to agency <input type="checkbox"/> Attend a policy-related event e.g. Lobby Day  <b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		
<b>#16</b> - Advanced child and family practitioners apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
<b>#17</b> - Advanced child and family practitioners 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.			

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, &amp; Communities</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 18-19)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
<b>#18</b> - Advanced child and family practitioners apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> Discuss or write an assessment - Case Study <input type="checkbox"/> Write a macro (community or organization) assessment – Case Study <input type="checkbox"/> Discuss and/or write a section on client’s strengths (part of an assessment process in the agency) <input type="checkbox"/> Write goals and/or objectives for working with a client, based on an assessment (Case Study)		
<b>#19</b> - Advanced child and family practitioners use empathy, reflection, and interpersonal skills to effectively and appropriately engage diverse clients and constituencies.	<input type="checkbox"/> Discuss the process for engaging clients in the services provided by the field setting <input type="checkbox"/> Develop and/or implement a plan for beginning work with a client system (micro, mezzo, and/or macro) <input type="checkbox"/> Discuss progress in developing empathy and other interpersonal skills  <b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, &amp; Communities</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 20-23)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
<b>#20</b> - Advanced child and family practitioners collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> Discuss or write an assessment - Case Study <input type="checkbox"/> Write a macro (community or organization) assessment – Case Study <input type="checkbox"/> Discuss, develop and/or implement process to track client’s progress in attaining goals		
<b>#21</b> - Advanced child and family practitioners 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.	<input type="checkbox"/> Discuss, observe and/or participate in program evaluation processes e.g. need assessment, program monitoring, grant process <input type="checkbox"/> Write goals and/or objectives for working with a client, based on an assessment (Case Study)		
<b>#22</b> - Advanced child and family practitioners develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> Complete agency-specific paperwork related to case documentation <input type="checkbox"/> Discuss agency’s qualitative or quantitative research methods related to best practices  <b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

#23 - Advanced child and family practitioners select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			
---	--	--	--

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, &amp; Communities</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 24-27)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
#24 - Advanced child and family practitioners apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/> Discuss course content & integrate with learning in field setting <input type="checkbox"/> Analyze & discuss application of developmental theories (micro, mezzo or macro) to clients in field setting <input type="checkbox"/> Discuss systems theory (micro, mezzo or macro) <input type="checkbox"/> Analyze & discuss cases based on systems theory (micro, mezzo or macro) <input type="checkbox"/> Discuss strengths-based generalist practice & other models presented by agency supervisor and/or relevant to field setting <input type="checkbox"/> Analyze & discuss cases based on one or more model for generalist practice		
#25 - Advanced child and family practitioners use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/> Bring questions to weekly sessions with supervisor related to interventions <input type="checkbox"/> Discuss and/or make referrals and/or provide negotiation or mediation services for clients in field setting <input type="checkbox"/> Discuss, observe and/or provide negotiation, mediation and/or advocacy services for clients in a field setting		
#26 - Advanced child and family practitioners negotiate, mediate, and advocate with and on behalf of diverse clients, constituencies, and vulnerable populations.	<input type="checkbox"/> Discuss efforts by the agency to advocate for human rights at the individual, system, and global levels <input type="checkbox"/> Identify and discuss the agency's strategies to eliminate oppressive structural barriers to human rights <input type="checkbox"/> Develop collaborative relationships with clients and/or colleagues, from diverse backgrounds		
#27 - Advanced child and family practitioners facilitate effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/> Observe and/or conduct a transitional and/or ending with a client system in field setting  <b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, &amp; Communities</b>		<b>Fall</b>	<b>Spring</b>
<b>Behaviors (Nos. 28-30)</b>	<b>Field Learning Tasks</b>	<b>Rating (1-5)</b>	<b>Rating (1-5)</b>
#28 - Advanced child and family practitioners select, analyze, monitor, evaluate and use appropriate methods for evaluation of program processes & outcomes.	<input type="checkbox"/> Discuss and/or write a section on client's strengths (part of an assessment process in the agency) <input type="checkbox"/> Write goals and/or objectives for working with a client, based on an assessment (Case Study)		
#29 - Advanced child and family practitioners apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="checkbox"/> Discuss and/or complete intervention and/or case management plan relevant to practice setting <input type="checkbox"/> Discuss, observe and/or provide relevant services for one or more clients (individual, group, family and/or crisis intervention) in the field setting <input type="checkbox"/> Discuss and/or make referrals and/or provide negotiation or mediation services for clients in field setting <input type="checkbox"/> Discuss and/or conduct a transition or ending session with a client system		
#30 - Advanced child and family practitioners apply evaluation findings to improve practice effectiveness at the micro, mezzo, and/or macro levels.	<input type="checkbox"/> Discuss, develop and/or implement process to track client's progress in attaining goals <input type="checkbox"/> Discuss, observe and/or participate in program evaluation processes e.g. need assessment, program monitoring, grant process <input type="checkbox"/> Complete agency-specific paperwork related to practice outcomes <input type="checkbox"/> Discuss agency's qualitative or quantitative research methods <input type="checkbox"/> Discuss, observe and/or provide an evaluative and/or final session for a client  <b>Additional Field Learning Tasks specific to this field setting: (list below)</b>		

**Approval of Field Learning Contract Plan:**

Understanding that this field placement is part of the requirements for the Master of Social Work degree and is considered to be an integral part of the equipping of social work practice, the student agrees to attend campus seminar class meetings and perform above tasks in a professional manner, and the agency field instructor agrees to hold weekly conferences and give guidance to the student's field experience.

**Learning Contract Signatures: (due at the beginning of the placement by date listed in the course syllabus)**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Agency Field Instructor's Signature

Approved by Faculty Field Professor: \_\_\_\_\_

**Fall Semester Final Evaluation Summary: (due at end of the semester by date listed in course syllabus)**

To be completed by Agency Field Instructor:

**1. What strengths have you observed in the student?**

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

**2. What areas do you identify for personal and professional growth in the student?**

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

**Hours completed in the Fall field experience:** \_\_\_\_\_

**Add fall rating points and give overall point average.**

**Average of Fall Field Evaluation Points: (1-5)** \_\_\_\_\_

**Agency Field Instructor Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**The student should check one of the following**

\_\_\_\_\_ I have read over the evaluation and am in agreement with it.

\_\_\_\_\_ I have read over the evaluation and am attaching my written response.

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

**Faculty Field Liaison Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>To be completed by the Faculty Field Liaison</b>  Field Evaluation Average Points _____  Field Evaluation Letter Grade _____	<b>To be completed by Seminar Professor</b>  Seminar Letter Grade _____ Seminar Points _____ Field Evaluation Pts__ x 0.85 = _____ Seminar Points _____ x 0.15 = _____ Total Field Education Points = _____	<b>Final Field Education Letter Grade (Seminar Prof.)</b>  _____
---	---	--

<b>Field Evaluation Grading Scale by Quality Points</b>	<b>D/F</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>	<b>A+</b>
	1.0	2.0	2.4	2.7	3.0	3.4	3.7	4.0	4.5	5

**Spring Semester Final Evaluation Summary: (due at end of the semester by date listed in course syllabus)**

To be completed by Agency Field Instructor:

**1. What strengths have you observed in the student?**

---

---

---

---

---

---

---

---

**2. What areas do you identify for personal and professional growth in the student?**

---

---

---

---

Hours completed in the Fall field experience: \_\_\_\_\_

Add fall rating points and give overall point average.

Average of Field Evaluation Points: (1-5) \_\_\_\_\_

Agency Field Instructor Signature: \_\_\_\_\_ Date \_\_\_\_\_

**The student should check one of the following**

\_\_\_\_\_ I have read over the evaluation and am in agreement with it.

\_\_\_\_\_ I have read over the evaluation and am attaching my written response.

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

Faculty Field Liaison Signature \_\_\_\_\_ Date \_\_\_\_\_

<p><b>To be completed by the Faculty Field Liaison</b></p> <p>Field Evaluation Average Points _____</p> <p>Field Evaluation Letter Grade _____</p>	<p><b>To be completed by Seminar Professor</b></p> <p>Seminar Letter Grade _____</p> <p>Seminar Points _____</p> <p>Field Evaluation Pts__ x 0.85 = _____</p> <p>Seminar Points _____ x 0.15 = _____</p> <p>Total Field Education Points = _____</p>	<p><b>Final Field Education Letter Grade (Seminar Prof.)</b></p> <p>_____</p>
--	--	---

<b>Field Evaluation Grading Scale by Quality Points</b>	<b>D/F</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>	<b>A+</b>
	1.0	2.0	2.4	2.7	3.0	3.4	3.7	4.0	4.5	5

**FIELD INSTRUCTORS AND STUDENT FEEDBACK**  
**FORMS**



**ASBURY UNIVERSITY  
MASTER OF SOCIAL WORK PROGRAM**

**Field Placement Evaluation - Agency Feedback**

Student's Name \_\_\_\_\_

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

Name of Field Instructor \_\_\_\_\_

Dates of Experience \_\_\_\_\_ (Include Year)

**Thank you for taking the time to provide feedback regarding this field experience**

1. Provide a brief description of the Field Experience available.
  
  
  
  
  
  
  
  
  
  
2. What are the special skills needed by students in this setting?
  
  
  
  
  
  
  
  
  
  
3. What were some of your expectations for this placement? Were your expectations met?
  
  
  
  
  
  
  
  
  
  
4. Would you recommend this placement for future foundation year MSW students? (Why or why not?)
  
  
  
  
  
  
  
  
  
  
5. Are there any agency or student obstacles that need to be considered in planning for future field experience?

How effective was the experience in supporting the achievement of the objectives listed below.

**1 = poor, 2 = fair, 3 = average, 4 = good, 5 = superior, NA = not applicable**

1. To experience the professional use of self modeled in a practice setting.

**1      2      3      4      5      NA**

2. To understand how professional and ethical standards are applied in the field.

**1      2      3      4      5      NA**

3. To continue to enhance the student's appreciation and sensitivity to diversity.

**1      2      3      4      5      NA**

4. To broaden each student's understanding of issues related to social and economic justice.

**1      2      3      4      5      NA**

5. To introduce the student to various populations at risk.

**1      2      3      4      5      NA**

6. To connect theories of human development with the practice setting.

**1      2      3      4      5      NA**

7. To gain an understanding of agency policy and services.

**1      2      3      4      5      NA**

8. To increase in the effective use of practice skills.

**1      2      3      4      5      NA**

9. To ascertain the role research/evaluation has played within the agency.

**1      2      3      4      5      NA**

10. To identify the key factors of effective supervision.

**1      2      3      4      5      NA**



1. To experience the professional use of self modeled in a practice setting.

**1      2      3      4      5      NA**

2. To understand how professional and ethical standards are applied in the field.

**1      2      3      4      5      NA**

3. To continue to enhance the student's appreciation and sensitivity to diversity.

**1      2      3      4      5      NA**

4. To broaden each student's understanding of issues related to social and economic justice.

**1      2      3      4      5      NA**

5. To introduce the student to various populations at risk.

**1      2      3      4      5      NA**

6. To connect theories of human development with the practice setting.

**1      2      3      4      5      NA**

7. To gain an understanding of agency policy and services.

**1      2      3      4      5      NA**

8. To increase in the effective use of practice skills.

**1      2      3      4      5      NA**

9. To ascertain the role research/evaluation has played within the agency.

**1      2      3      4      5      NA**

10. To identify the key factors of effective supervision.

**1      2      3      4      5      NA**

# **Intentionally Left Blank**



