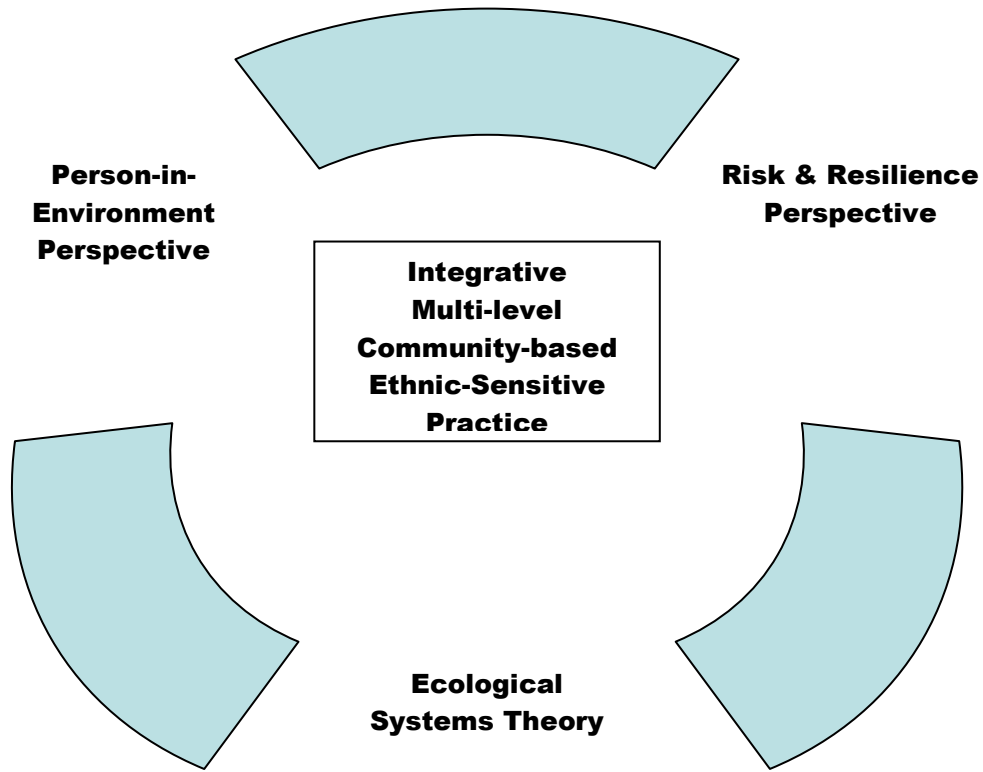


Field Manual



MSW Program
Social Work Department
Box 90
California University of Pennsylvania
California, PA 15419
(724) 938-4022

Welcome

The faculty and staff of the MSW Program at California University of PA welcome you to the field education component of the MSW Program. Field Education is highly prized by MSW graduates around the country. It is through your field education experience that you immerse yourself in what it means to practice as a professional social worker. Just as doctors undertake residency training, graduate social work students enter into field education and undertake placements at host settings, working under the supervision of professional social workers. This is not unpaid volunteer work. This is professional training and education in social work practice.

Our faculty members are very involved in the field education program, serving as field liaisons and working through the Field Education Committee to approve and monitor field education practicum placements. Many professional social workers in the community are also very involved, as field instructors. We want the best possible field sites and field instructors for our students to enhance the education we offer. To better ensure the quality of our placements and the instruction provided to our students, we have developed policies, procedures and processes specific to field education. They are presented to you in this manual. Please take the time to thoroughly acquaint yourself with this document. You will find important forms here related to field education, including those that will be used to evaluate student performance and evaluate the field education placement sites.

Again, we welcome you to the MSW Program and to MSW Field Education at California University of Pennsylvania!

Thank you,

Dr. Norma Thomas, DSW LSW ACSW
Associate Professor/MSW Program Director

MSW Program Mission Statement:

The mission of the MSW Program at CalU is to have a continuing impact on the quality of life of at-risk people and human services within the region through preparing effective and ethical advanced generalist practitioners with special knowledge for practice in small towns and rural environments; through the provision of research, leadership and collaborative social services efforts; and through promotion of professional life-long learning.

The MSW Program is committed to developing students' personal and professional growth, their appreciation of diversity, and their ability to use an advanced generalist perspective to make a difference in rural environments. We are committed to preparing our graduates to be highly competent, ethical, effective, and well regarded social work practitioners. Our MSW Program prepares students to respond professionally and creatively to the increasingly complex matrix of rural human needs and strengths in a changing society. Built on a professional advanced generalist curriculum model, with a rural emphasis, the program prepares students for leadership positions in direct and indirect practice to prevent and meet needs that affect people in South Western Pennsylvania.

The program also contributes more broadly to the development of knowledge in the community through continuing education, research and service that is relevant and sensitive to the needs, justice issues and concerns of Appalachian populations at-risk. Both in terms of the curriculum and faculty and student activities, we are involved in making a difference in our region.

Program Goals and Objectives in Relationship to Field Education and Field Competencies:

The Goals and Objectives of the MSW Program are designed to prepare advanced generalist graduate level social workers in an educational environment that includes research and service. The Program's concentration is Advanced Generalist Practice with a rural emphasis. The Program Objectives associated with Goal 1 organize the curriculum and specify desired educational outcomes for our graduates at the foundation and concentration levels. These objectives provide the basis for outcome assessment of the implementation of the curriculum.

As one of five core curricular components, field education is critically important to the implementation of Goal 1 and its associated Program Objectives. Field Education in our Program is delivered through required field education courses (SWK 729 & SWK 730 Foundation Field I and II, and SWK 829 and SWK 830 Advanced Field Practicum I and II), and field placements at host sites. The field education courses have specific course objectives. While in a field placement, students attend their field education course and complete assignments related to the course objectives. The course objectives also inform the development of their learning agreement for their practicum placement. While they are working at their placement site, student performance is also evaluated using specific evaluation forms designed to assess them in relationship to 10 field

competencies. The indicators used to assess these 10 competencies reflect increasingly complex and advanced development as students move from their foundation to their advanced field placements.

It is important to note that neither the field education courses, nor the field education experiences are sufficient, by themselves, to fulfill the Program's objectives. It is through the **combination** of attendance, participation, and submission of required field course assignments through practice classes, **and** active participation in field education at the host site that the Program's curricular objectives are to be met.

In the material that follows, we present the Program's Goals and their accompanying Program Objectives. Beneath these Program Objectives, we have inserted the Field Course Objectives and a matrix that illustrates the relationships among the Program Objectives, the Field Course Objectives, the Field Competencies and their associated behavioral indicators.

Goal 1: Prepare ethical, competent, self-regulating MSW graduates for advanced generalist practice, with an emphasis on practice in rural and small town environments.

Foundation Program Objectives:

Objective 1: Apply a generalist practice framework to meet the needs and problems of various client systems (individuals, families, groups, organizations, neighborhoods, and communities), especially needs and problems within Appalachian and rural/small town areas;

Objective 2: Demonstrate a commitment to social work values and ethics, social and economic justice and critical thinking, with an emphasis on serving diverse rural populations and other populations at-risk;

Objective 3: Practice without discrimination, demonstrating respect for, knowledge of, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;

Objective 4: Understand and interpret the history of the social work profession and its contemporary structures and issues;

Objective 5: Use empirically-based theoretical frameworks to understand human development and behavior across the life span and in interactions between and among individuals, families, groups, organizations, and communities;

Objective 6: Analyze, formulate, and influence social policies;

Objective 7: Use appropriate professional communication skills differentially across client populations, colleagues, and communities;

Objective 8: Use supervision and consultation appropriate to professional social work practice;

Objective 9: Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;

Objective 10: Engage in nonmetropolitan-focused research to develop and evaluate policies, practice, programs and services;

Objective 11: Function within the structure of organizations and service delivery systems and advocate for needed organizational changes;

Advanced Generalist Concentration:

Objective 12: Apply an Advanced Generalist Rural practice framework to meet the needs and problems of complex, multi-level client systems (individuals, families, groups, organizations, neighborhoods, and communities) within Appalachian and rural areas;

Objective 13: Operate as self-regulating rural practitioners whose values systems embrace professional social work service including consultation and collaboration to achieve social and economic justice and improving the quality of life of populations served;

Objective 14: Demonstrate a commitment to advocacy and advancing social change and policies, which will meet the needs of a diverse rural society;

Objective 15: Conduct independent rural focused research to develop interventions and evaluate policies, practice, programs and services;

Course Objectives for SWK 729 and SWK 730

1. Describe the structures, functions, policies, and procedures of rural human service agencies, noting their roles in relating to poverty and social and economic justice. (Objectives 2, 3, 5, 7, 8, 9, 11; EPS 2.1.5)
2. Identify one's practicum agency within the context of rural/small communities and generalist social work practice. (Objectives 1, 2, 8, 11; EPS 2.1.10 (a-d))
3. Apply social work theory, knowledge, skills, and ethical values to work with a variety of rural clients and/or rural client systems. (Objectives 1, 2, 3, 5, 6, 7; EPS 2.1.2; 2.1.7; 2.1.10 (a-d))
4. Recognize individual and group differences, attitudes, behaviors, the presence of any stigma or oppression in working with varied size client systems as a part of interdisciplinary practice in rural environments. (Objectives 1, 2, 3, 4; EPS 2.1.4; 2.1.5)
5. Use effective documentation for professional communication and for data collection in order to continuously evaluate services for quality improvement. (Objectives 7, 8, 9, 10, 11; EPS 2.1.3; 2.1.6)
6. Translate personal feelings, attitudes, prejudices, and biases into positive interactions with diverse clients and co-workers. (Objectives 1, 2, 3, 5, 7, 8, 9; EPS 2.1.2; 2.1.4)
7. Demonstrate generalist social work roles and use appropriate social work methods in working with rural individuals, families, groups, organizations, with members of varying

ages, from communities of varying sizes. (Objectives 1, 2, 3, 5, 7, 8, 9; EPS 2.1.3; 2.1.10 (a-d))

Course Objectives for SWK 829 and Course Objectives for SWK 830

1. Use assessment skills that integrate knowledge of human behavior and the impact of social systems (Program Objective: 12; EPS 2.1.7; 2.1.10 (b)).
2. Manage cases and projects involving planning and implementation of interventions and strategies with rural and small town community client systems (Program Objectives: 12, 16; EPS 2.1.3; 2.1.9; 2.1.10 (c)).
3. Demonstrate the ability to work with different age groups and diverse client systems meeting client system needs using appropriate approaches (Program Objectives: 12, 14; EPS 2.1.4; 2.1.7; 2.1.9).
4. Assess one's own professional growth, practice and knowledge gained to enhance the functioning of the client system and contribute to the development of the body of knowledge of the social work profession (Program Objective: 15; EPS 2.1.1; 2.1.6).
5. Apply appropriate behavior to work cooperatively with other professionals, demonstrating an understanding of rural culture and environments (Program Objective: 13; 2.1.1).
6. Demonstrate the ability to understand and apply social policy and to work for further change in order to meet the needs and aspirations of people and to move toward a more equitable and just society. (Program Objective: 14; EPS 2.1.5; 2.1.8).
7. Apply actions that are in accord with the National Association of Social Workers (NASW) Code of Ethics and that embody professional competency (Program Objective 13; EPS 2.1.2).

All of the program objectives listed above are related to and implemented through the field education component of the MSW Program which is delivered through the in vivo field experience as well as required practice class coursework. It is important to note that we assess the work of our students and their performance in field through both of these mechanisms. In relationship to the in vivo field experience, our students are evaluated in relationship to field competencies with associated foundation and advanced level behavioral indicators at mid-term and at the end of each semester they are in field. The table below shows our Program's ten field competencies, their related foundation and advanced behavioral indicators, and how these relate to the Program Objectives (above) and field course objectives.

Matrix of Field Competencies in relationship to Foundation and Advanced Field Behavioral Indicators and Program and Field Course Objectives

Field Competencies	Foundation Behavioral Indicators	Advanced Behavioral Indicators	Program Objectives	Course Objectives
I. Develop a professional self as a generalist social worker	1. Examine practice adhering to professional values and ethics as reflected in the NASW Code of Ethics	1. Demonstrate practice adhering to professional values and ethics as reflected in the NASW Code of Ethics.	Foundation: PO1; PO4; PO 8; PO9; PO11 Advanced: PO12; PO13; PO14	SWK 729-1; 729-2; 729-3; 729-4; 729-5; 729-6; 729-7; 730-1; 730-2; 730-3; 730-4; 730-5; 730-6; 730-7
	2. Demonstrate awareness of and respect for individual and cultural diversity in all areas of practice	2. Demonstrate awareness of and respect for individual and cultural diversity in all areas of practice		
	3. Recognize forms of oppression as they impact client systems	3. Assess and act to ameliorate forms of oppression as they impact client systems		
	4. Critically evaluate one's own generalist practice, integrating feedback from supervision	4. Critically evaluate one's own generalist practice and integrate feedback from supervision		
	5. Demonstrate awareness of self, one's own needs, feelings and biases	5. Demonstrate awareness of self, one's own needs, feelings and biases		
	6. Develop constructive professional relationships with clients/target systems, community members, agency staff, including social work professionals and professionals from other disciplines	6. Establish constructive professional relationships with clients/target systems, community members, agency staff, including social work professionals and professionals from other disciplines		
	7. Demonstrate professional work habits.	7. Demonstrate professional work habits		
II. Demonstrate a knowledge of and commitment to social work values	1. Examine ethical principles found in the NASW Code of Ethics	1. Assess ethical principles found in the NASW Code of Ethics	Foundation: PO2; PO3; PO9; PO11; PO13; PO14 Advanced: PO13	SWK729-1; 729-2; 729-3; 729-4; 729-5; 729-6; 729-7; 730-1; 730-2; 730-3; 730-4; 730-5; 730-6; 730-7
	2. Employ details associated with ethical principles	2. Assess details associated with ethical principles		
	3. Apply NASW ethical standards to field practice	3. Apply NASW Ethical standards to field practice		
	4. Compare rural, practice-related, ethical dilemmas verbally and in writing	4. Judge rural, practice-related, ethical dilemmas verbally and in writing		
	5. Manage ethical dilemmas presented within field practice	5. Manage complex ethical dilemmas presented within field practice		
III. Describe the Structure & Function of the				

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Field Competencies	Foundation Behavioral Indicators	Advanced Behavioral Indicators	Program Objectives	Course Objectives
Field Practicum Organization	<ol style="list-style-type: none"> 1. Describe the agency/organization history, mission, philosophy, and funding streams 2. Understand the organizational dynamics & how leadership functions within the field setting 3. Understand, use and impact agency policies and procedures on behalf of client systems 4. Know about the population the agency/organization serves 5. Discuss the agency's role in serving a rural environment 6. Identify and perform the roles of social workers within the agency/organization 7. Know and interact with other organizations that interface with the field agency (i.e.: referral source, contract agency, member of inter-agency coalition, etc.) 	<ol style="list-style-type: none"> 1. Appraise the agency/organization history, mission, philosophy, and funding streams 2. Distinguish the organizational dynamics & how leadership functions within the field setting 3. Interpret and impact agency policies and procedures on behalf of client systems 4. Appraise the population the agency/organization serves and eligibility criteria 5. Assess the agency's role in serving a rural environment 6. Demonstrate and perform the roles of social workers within the agency/organization 7. Appraise and interact with other organizations that interface with the field agency (i.e.: referral source, contract agency, member of inter-agency coalition, etc.) 	Foundation: PO1;PO4; PO6; PO9; PO11	SWK729-1; 729-2; 729-3; 729-5; 729-6; 729-7;730-1; 730-2; 730-3; 730-5; 730-6; 730-7
IV. Describe the community that is served by the field practicum organization, including the ability to differentiate the impact of being in a rural environment	<ol style="list-style-type: none"> 1. Understand the cultural, economic, political, and historical influences on the community 2. Know and use community resources 3. Differentiate the impact of providing services in a rural area 	<ol style="list-style-type: none"> 1. Analyze the cultural, economic, political, and historical influences on the community 2. Use community resources 3. Appraise the impact of providing services in a rural area 	Foundation: PO1 Advanced: PO12; PO13	SWK 729-2; 729-3; 729-4; 729-6; 729-7; 730-2; 730-3; 730-4; 730-6; 730-7 SWK829-1; 829-2; 829-3; 829-5; 839-7; 830-1; 830-2; 830-3; 830-5; 830-7
V. Demonstrate Engagement Skills (with individuals, groups, families, organizations and communities)	<ol style="list-style-type: none"> 1. Identify the client/target system and engage to determine its needs 2. Convey positive regard, empathy and nonjudgmental attitude in relating to the client/target system 3. Demonstrate genuine concern and active listening skills in relating to the 	<ol style="list-style-type: none"> 1. Use engagement skills to determine its needs 2. Apply positive regard, empathy and nonjudgmental attitude in related to the client/target system 3. Demonstrate genuine concern and active listening skills in related 	Foundation: PO1	SWK 729-2; 729-3; 729-4; 729-6; 729-7; 730-2; 730-3; 730-4; 730-6; 730-7

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Field Competencies	Foundation Behavioral Indicators	Advanced Behavioral Indicators	Program Objectives	Course Objectives
<p>VI. Demonstrate Assessment Skills (with individuals, groups, families, organizations, communities)</p>	<p>client/target system</p> <p>4. Choose, with the client/target system, the goals for change, given the agency context</p> <p>1. Identify the client/target system’s, worker’s & relevant other’s perceptions of the presenting problem/issue/concern</p> <p>2. Identify demographic information related to the client/target system’s situation</p> <p>3. Gather data on the history of the presenting problem/issue/concern</p> <p>4. Identify the processes impacting on the client/target system (e.g. socio-cultural, economic, historical, environmental, political, educational, religious, medical/physical, psychological and emotional as they relate to individuals, families, groups, organizations, and communities)</p> <p>5. Identify client/target system strengths & limitations, including available support systems</p>	<p>to the client/target system</p> <p>4. Distinguish with the client/target system, the goals for change, given the agency context</p> <p>1. Assess the client/target system’s, worker’s & relevant other’s perceptions of the presenting problem/issue/concern</p> <p>2. Assess demographic information related to the client/target system’s situation</p> <p>3. Collect data on the history of the presenting problem/issue/concern</p> <p>4. Appraise the processes impacting on the client/target system (e.g., socio-cultural, economic, historical, to individuals, families, groups, organizations and communities)</p> <p>5. Assess client/target system strengths & limitations, including available support systems</p>	<p>Advanced: PO12; PO13</p> <p>Foundation: PO1; PO5; PO9; PO10</p> <p>Advanced: PO12; PO15</p>	<p>SWK829-1; 829-2; 829-3; 829-5; 829-7; 830-1; 830-2; 830-3; 830-5; 830-7</p> <p>SWK 729-2; 729-2-; 729-3; 729-4; 729-5; 729-6; 729-7; 730-1; 730-2; 730-3; 730-4; 730-5; 730-6; 730-7</p> <p>SWK829-1; 829-2; 829-3; 829-5; 829-6; 830-1; 830-2; 830-3; 830-5; 830-6</p>
<p>VII. Demonstrate Ability to Implement and Evaluate Intervention Skills (with individuals, families, groups, organizations, and communities)</p>	<p>1. Construct goals with the client/target system</p> <p>2. Differentiate the merits of a range of generalist intervention strategies based on empirical and theoretical knowledge</p> <p>3. Execute the most appropriate intervention strategy and provide rationale for the choice</p> <p>4. Manage evidence-based intervention strategies with the client/target systems to</p>	<p>1. Create goals with the client/target system</p> <p>2. Appraise the merits of a range of generalist intervention strategies based on empirical and theoretical knowledge</p> <p>3. Create an evidenced-based intervention strategy and provide rationale for the choice</p> <p>4. Manage evidence-based intervention strategies with client/target system</p>	<p>Foundation: PO1; PO5; PO10</p> <p>Advanced:</p>	<p>SWK 729-1; 729-2; 729-3; 729-4; 729-5; 729-6; 729-7; 730-1; 730-2; 730-3; 730-4; 730-5; 730-6; 730-7</p> <p>SWK829-5; SWK 829-5; 829-6; 829-7;</p>

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Field Competencies	Foundation Behavioral Indicators	Advanced Behavioral Indicators	Program Objectives	Course Objectives
	<p>achieve identified goal(s)</p> <p>5. Use appropriate measures to monitor and evaluate client/target system progress on outcome goals</p> <p>6. Employ data to revise strategies and provide feedback to client/target system on progress</p> <p>7. Plan appropriate termination and follow-up with client/target system</p>	<p>progress on outcome goals</p> <p>5. Generate appropriate measures to monitor and evaluate client/target system progress on outcome goals</p> <p>6. Assess data to revise strategies and provide feedback to client/target systems on progress</p> <p>7. Implement appropriate termination and follow-up with client/target system</p>	PO13; PO15	830-5; 830-6; 830-7
VIII. Demonstrate Appropriate Documentation and Communication Skills	<p>1. Demonstrate ability to maintain documentation in accordance with agency/organization's standards</p> <p>2. Demonstrate effective verbal and written communication skills</p>	<p>1. Manage documentation in accordance with agency/organization's standards</p> <p>2. Demonstrate effective verbal and written communication skills</p>	<p>Foundation: PO7</p> <p>Advanced: PO12</p>	<p>SWK 729-1; 729-3; 729-5; 729-6; 729-7; 730-1; 730-3; 730-5; 730-6; 730-7</p> <p>SWK829-1; 829-2; 829-3; 830-1; 830-2; 830-3</p>
IX. Demonstrate Competence In Applying Research Methodology Within The Rural Environment	<p>1. Use quantitative and qualitative methodologies in understanding research findings relevant to generalist rural practice</p> <p>2. Use principles of research for assessing and adding to the knowledge base of social work practice in your practicum setting</p> <p>3. Formulate practice and program evaluations, including single system design and outcomes evaluation</p>	<p>1. Employ quantitative and qualitative methodologies in understanding research findings relevant to advanced generalist rural practice</p> <p>2. Use principles of research for assessing and adding to the knowledge base of social work practice in your practicum setting</p> <p>3. Develop practice and program evaluations, including single system design and outcomes evaluation</p>	<p>Foundation: PO5; PO10</p> <p>Advanced: PO13; PO15</p>	<p>SWK 729-1; 729-3; 729-5; 729-6; 729-7; 730-1; 730-3; 730-5; 730-6; 730-7</p> <p>SWK829-5; 829-6; 829-7; 830-5; 830-6; 830-7</p>
X. Demonstrate Ability To Apply Generalist Social Work Skills In Working With Specific Rural Populations	<p>1. Critically analyze current issues, trends and dilemmas, which exist in the delivery of services to each of the identified populations</p> <p>2. Describe the major service</p>	<p>1. Assess current issues, trends and dilemmas, which exist in the delivery of services to each of the identified populations</p> <p>2. Appraise the major</p>	Foundation: PO3; PO9	SWK 729-1; 729-3; 729-4; 729-5; 729-6; 729-7; 730-1; 730-3; 730-4; 730-5; 730-6; 730-7

Field Competencies	Foundation Behavioral Indicators	Advanced Behavioral Indicators	Program Objectives	Course Objectives
(Students are required to identify the population).	<p>systems that serve the populations, the roles they play, and the major tasks they perform as they relate to each population</p> <p>3. Differentially apply appropriate techniques and methods, and address environmental challenges facing each population</p> <p>4. Demonstrate generalist social work skills in relating to human diversity and work to promote social and economic justice for the rural population</p> <p>5. Locate, describe and establish working relationships with the network of community resources that serve rural populations</p> <p>6. Integrate relevant research into generalist practice with each population</p>	<p>service systems that serve the populations, the roles they play, and the major tasks they perform as they relate to each population</p> <p>3. Use appropriate techniques and methods, and address environmental challenges facing each population</p> <p>4. Manage advanced generalist social work skills in relating to human diversity and work to promote social an economic justice for the rural population</p> <p>5. Demonstrate working relationships with the network of community resources that serve rural populations</p> <p>6. Apply relevant research into advanced generalist practice with each population.</p>	Advanced: PO14	SWK829-3; 829-6; 830-3; 830-6

The remaining two goals are assessed in relationship to faculty and Program efforts. The Program Objective for Goal 2 emphasizes the professional service and research of the faculty. The Program Objective for Goal 3 is related to the like-long learning component of the mission.

Goal 2: Promote leadership in regional development and human services problem-solving through nonmetropolitan-focused research, consultation, and collaborative efforts.

Objective 16: Faculty will promote and conduct nonmetropolitan-focused research of relevance to regional development and human services problem-solving.

Objective 17: Faculty will collaborate and consult with professional human services providers in the region to promote regional leadership and problem-solving.

Goal 3: Provide needed continuing education for social work professionals and other human service providers committed to serving rural and small town populations.

Objective 18: The program will facilitate and sponsor continuing education events for program graduates, social work professionals and other human service providers serving rural and small town populations.

Objective 19: Program faculty will conduct continuing education training events for program graduates, social work professionals and other human service providers serving rural and small town populations.

Through these three goals and nineteen objectives, the MSW Program seeks to prepare professionals and provide needed services and research for small towns and rural areas. The Program prepares graduates to identify and utilize strengths to address problems, meet needs, and advocate for economic and social justice. These goals and objectives highlight our commitment to rural social work practice designed to improve the quality of life for people living in small towns and rural environments.

The following avenues are used to assure that constituencies and the general public are aware of the Program's Mission, Goals and Objectives.

The general public, potential students, social work and other professionals, and others seeking information about our Program can be made aware through:

- The University Graduate On-line Catalog
- MSW Student Policy and Procedures Handbook, MSW Field Manual and other recruitment presentations and documents;
- The MSW Program Web Page; and
- Direct contact with the Program Office, the Graduate School and University Offices including Admissions and Public Information.

At the mandatory Program Student Orientation for the program, all students are given a Student Policy and Procedures Handbook. The Handbook is reviewed during the orientation which all faculty and staff are expected to attend. The Program's Mission, Goals and Objectives are also included in the Field Manual which is given to all students the semester prior to entrance into their first practicum.

Faculty, field instructors, and all members of the Board of Advisors are given a copy of the Field Manual at the start of the fall semester. All new faculty, field instructors and members of the Board of Advisors are given copies of these documents. Potential faculty during the on-campus interview, are also given copies. Annually, during at least one of the Field Instructors' meetings and Board of Advisors' meeting, the Program's Mission, Goals and Objectives are reviewed.

In the pages that follow, you will find the required courses and the sequencing of courses for both the Regular and Advanced Standing Programs. Taking all of the courses in their recommended sequence is required and is vitally important to your successful pursuit of field education.

MSW Program Curriculum Requirements

The following tables display the required courses for the MSW Program and their sequencing for Regular Program students and Advanced Standing Students. Descriptions of each of the courses are also included. You may also refer to the *Graduate Student Catalog* and the *MSW Program Student Policies and Procedures Manual* for material on the required courses and their sequencing. To gain a better understanding of why we require these courses and their sequencing, you may find it helpful to look at the Council on Social Work Education's Education Policy. This document can be viewed on-line at www.cswe.org.

The 60 credit Regular MSW Program begins in the Fall term. The full-time two year program requires four semesters. The part-time Regular Program takes three years; students must register for at least six credits in the fall, spring and summer terms; are required to follow the plan for appropriate course sequencing; and must complete degree requirements within six years. The Advanced Standing Program has 38 credits, begins in the fall term and takes three semesters of full-time study (fall, spring, fall). Part-time Advanced Standing students follow requirements for part-time.

Continuance in the MSW Program requires:

1. Maintaining a 3.0 GPA.
2. Earning no more than 6 credits of C. A third C would require repeating one of the courses in which a C was earned. An additional C could require dismissal from the program. An F grade in one course could also require dismissal from the program.
3. Maintaining a professional demeanor, as demonstrated by actions that are in keeping with the NASW Code of Ethics.

CURRICULUM REQUIREMENTS: REGULAR PROGRAM

REQUIRED COURSES		CREDITS
SWK701	Generalist Practice 1	3
SWK702	Generalist Practice II	3
SWK705	Human Behavior & Social Environment	3
SWK707	Human Diversity	3
SWK709	Social Welfare Policy, Services & Program Design	3
SWK716	Social Work Research Methodology & Data Analysis	3
SWK729	First Year Field Practicum I	6
SWK730	First Year Field Practicum II	6
SWK801	Advanced Generalist Practice	3
SWK803	Differential Assessment	3
SWK806	Rural Family & Community Policy	3
SWK808	Advanced Practice Evaluation	3
SWK812	Practice in Supervision & Admin.	3
SWK829	Advanced Field Practicum I	6
SWK830	Advanced Field Practicum II	6
	Advanced Practice Special Topics (see below)	3
	Special Topics (see below)	3

ADVANCED PRACTICE SPECIAL TOPICS **CREDITS**

SWK811	Practice with Aging	3
SWK813	Practice in Health Care and Health Planning	3
SWK814	Practice in MH/MR	3
SWK815	Juvenile & Adult Justice System Practice	3
SWK816	Practice with Children & Youth	3
SWK821	Social Work with Substance Abuse/Addictions	3
SWK840	Special Topics	Variable

CURRICULUM SEQUENCE: REGULAR FULL-TIME

FOUNDATION YEAR, FALL TERM **CREDITS**

SWK701	Generalist Practice I	3
SWK707	Human Diversity	3
SWK709	Social Welfare Policy, Services & Program Design	3
SWK729	First Year Field Practicum I	<u>6</u>
		15

FOUNDATION YEAR, SPRING TERM

SWK702	Generalist Practice II	3
SWK705	Human Behavior & Social Environment	3
SWK716	Social Work Research Methodology & Data Analysis	3
SWK730	First Year Field Practicum II	<u>6</u>
		15

CONCENTRATION YEAR TWO, FALL TERM

SWK801	Advanced Generalist Practice	3
SWK803	Differential Assessment	3
SWK806	Rural Family & Community Policy	3
SWK829	Advanced Field Practicum II	<u>6</u>
		15

CONCENTRATION YEAR TWO, SPRING TERM

SWK812	Practice in Supervision & Admin	3
SWK808	Advanced Practice Evaluation	3
SWK830	Advanced Field Practicum II	6
	Advanced Practice/Special Topic	<u>3</u>
		15

ADVANCED PRACTICE SPECIAL TOPICS **CREDITS**

SWK811	Practice with Aging	3
SWK813	Practice in Health Care and Health Planning	3
SWK814	Practice in MH/MR	3
SWK815	Juvenile & Adult Justice System Practice	3
SWK816	Practice with Children & Youth	3
SWK821	Social Work with Substance Abuse/Addictions	3
SWK840	Special Topics	Variable

CURRICULUM SEQUENCE: REGULAR PART-TIME

		CREDITS
FOUNDATION YEAR ONE, FALL		
SWK 707	Human Diversity	3
SWK 709	Social Welfare Policy, Services & Program Design	<u>3</u>
		6
FOUNDATION YEAR ONE, SPRING		
SWK 705	Human Behavior & Social Environment	3
SWK 716	Social Work Research Methodology & Data Analysis	3
	Advanced Practice Special Topic	<u>3</u>
		9
FOUNDATION YEAR TWO, FALL		
SWK 701	Generalist Practice I	3
SWK 729	First Year Field Practicum I	3
SWK 806	Rural Family & Community Policy	<u>3</u>
		9
FOUNDATION YEAR TWO, SPRING		
SWK 702	Generalist Practice II	3
SWK 730	First Year Field Practicum II	<u>6</u>
		9
CONCENTRATION YEAR, FALL		
SWK 801	Advanced Generalist Practice	3
SWK 803	Differential Assessment	3
SWK 829	First Year Field Practicum I	<u>6</u>
		12
CONCENTRATION YEAR, SPRING		
SWK 808	Advanced Practice Evaluation	3
SWK 812	Practice in Supv. & Adm.	3
SWK 830	Advanced Field Practicum II	<u>6</u>
		12
ADVANCED PRACTICE SPECIAL TOPICS		CREDITS
SWK 811	Practice with Aging	3
SWK 813	Practice in Health Care and Health Planning	3
SWK 814	Practice in MH/MR	3
SWK 815	Juvenile & Adult Justice System Practice	3
SWK 816	Practice with Children & Youth	3
SWK 821	Social Work with Substance Abuse/Addictions	3
SWK 840	Special Topics	Variable

CURRICULUM REQUIREMENTS: ADVANCED STANDING PROGRAM

COURSE REQUIRED	CREDITS
SWK 707 Human Diversity	3
SWK 715 Research, Pol. & Rural SW Practice	3
SWK 801 Advanced Generalist Practice	3
SWK 803 Differential Assessment	3
SWK 806 Rural Family & Community Policy	3
SWK 808 Advanced Practice Evaluation	3
SWK 812 Practice in Supervision & Admin.	3
SWK 829 Advanced Field Practicum I	6
SWK 830 Advanced Field Practicum II	6
Advanced Practice Special Topics	3

ADVANCED PRACTICE SPECIAL TOPICS

SWK 811 Practice with Aging	3
SWK 813 Practice in Health Care and Health Planning	3
SWK 814 Practice in MH/MR	3
SWK 815 Juvenile & Adult Justice System Practice	3
SWK 816 Practice with Children & Youth	3
SWK 821 Social Work with Substance Abuse/Addictions	3
SWK 840 Special Topics	3

CURRICULUM SEQUENCE: ADVANCED STANDING FULL-TIME

<u>FALL TERM</u>	<u>CREDITS</u>
SWK 707 Human Diversity	3
SWK 715 Research, Policy and Rural Social Work Practice	3
SWK 801 Advanced Generalist Practice	3
SWK 829 Advanced Field Practicum I	<u>6</u>
	15

<u>SPRING TERM</u>	<u>CREDITS</u>
SWK 812 Practice in Supervision & Administration	3
SWK 808 Advanced Practice Evaluation	3
SWK 830 Advanced Field Practicum II	<u>6</u>
	12

<u>FALL TERM</u>	<u>CREDITS</u>
SWK 803 Differential Assessment	3
SWK 806 Rural Family & Community Policy	3
SWK Advanced Practice Special Topic	<u>3</u>
	9

ADVANCED PRACTICE SPECIAL TOPICS

SWK 811 Practice with Aging	3
SWK 813 Practice in Health Care & Health Planning	3
SWK 814 Practice in MH/MR	3
SWK 815 Juvenile & Adult Justice System Practice	3
SWK 816 Practice with Children & Youth	3
SWK 821 Social Work with Substance Abuse/Addictions	3
SWK 840 Special Topics	3

CURRICULUM SEQUENCE: ADVANCED STANDING PART-TIME

<u>FALL TERM</u>		<u>CREDITS</u>
SWK 707	Human Diversity	3
SWK 715	Research, Policy and Rural Social Work Practice	3
		6
<u>SPRING TERM</u>		
SWK806	Rural Family & Community Policy	3
	Special Topics	3
		6
<u>FALL TERM</u>		
SWK801	Advanced Generalist Practice I	3
SWK803	Differential Assessment	3
SWK 829	Advanced Field Practicum I	6
		12
<u>SPRING TERM</u>		
SWK812	Practice in Supervision & Admin	3
SWK 808	Advanced Practice Evaluation	3
SWK 830	Advanced Field Practicum II	6
		12
ADVANCED PRACTICE SPECIAL TOPICS		
SWK811	Practice with Aging	3
SWK813	Practice in Health Care & Health Planning	3
SWK814	Practice in MH/MR	3
SWK815	Juvenile & Adult Justice System Practice	3
SWK816	Practice with Children & Youth	3
SWK821	Social Work with Substance Abuse/Addictions	3
SWK840	Special Topics	3

Transfer Credit:

Prior MSW course work and related graduate course work may be submitted for faculty review. Transfer credits must have been completed within six years of entrance into the program, must have a grade of B or better, and must be the equivalent of any courses they replace.

No credit is given for previous life or work experiences or non course credit work.

MSW Program Course Descriptions

SWK 701. GENERALIST PRACTICE I. Foundation framework for generalist social work practice including the problem solving process, social work values/ethics, and social work roles as they apply to varying size client systems. Develops specific intervention skills, such as interviewing, assessment, contracting, goal setting and evaluation for diverse client systems with the emphasis on rural and small communities.

Prerequisite: Program Admission
Credits: 3

SWK 702. GENERALIST PRACTICE II. Continues foundation for generalist social work practice and builds on SWK 701, with a focus on the community/rural content of practice. Explores basic intervention/advocacy, management and evaluation. Provides examples from a variety of practice areas, including practice with populations throughout the lifespan.

Prerequisite: Social Work 701
Credits: 3

SWK 705. HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT. This course provides the foundation for working with individuals, families, groups, and communities. Basic concepts of human development throughout the life cycle are presented within the person-in-environment perspective. The framework is multidimensional considering the impact of ability, age, aging, class, exploitation, ethnicity, gender, oppression, political belief system, race, religion, sexual orientation, and the social environment on human behavior and development. Examples from social work practice integrating micro, mezzo, and macro assessment and intervention strategies are taken from local, national, and international rural and small communities.

Prerequisites: Program Admission or MSW Program Director Approval
Credits: 3

SWK 707. HUMAN DIVERSITY. This course provides foundation knowledge about human diversity and an understanding of the emphasis of the social work profession on culturally competent social work practice. Students develop skills to identify strengths, bicultural adaptation, patterns of oppression, and both change and continuity during the aging process, with particular emphasis on rural and small town communities. The course assists students in understanding the impact of oppression on human growth and development and social functioning for the integration of micro, mezzo, and macro level interventions to promote or enhance social justice.

Prerequisites: Program Admission or MSW Program Director Approval.
Credits: 3

SWK 709. SOCIAL WELFARE POLICY, SERVICES & PROGRAM DESIGN. Examination of the history and value base of the social work profession and U.S. social policy with a framework for policy analysis. Special emphasis on the impact of these policies, and related services on small towns, rural communities, and diverse populations.

Prerequisite: Program Admission or MSW Program Director Approval.
Credits: 3

SWK 716. SOCIAL WORK RESEARCH METHODOLOGY & DTA ANALYSIS. Social workers require the knowledge, values, and skills to consume, apply, design, and carry out applied social work research studies to better inform practice and policy decisions, and to enhance the well-being of at-risk, oppressed, and diverse populations. This introductory course in the methods of social work research and data analysis provides foundation knowledge necessary to access practice-relevant literature, critically appraise its utility, and generate new knowledge for practice and policy through the application of ethical, culturally competent, and well designed empirical studies using a

variety of methods and techniques. This course emphasizes special problems and issues in designing and conducting research and in analyzing and interpreting data in rural and small communities.

Prerequisite: Program Admission or MSW Program Director Approval.
Credits: 3

SWK 729. FIRST YEAR FIELD PRACTICUM I. MSW supervised placement in a social agency that provides opportunities for generalist social work practice with individuals, families and groups of all ages from rural and small communities, including advocacy skills to enhance social justice. The minimum hours required in a field placement is 240 for SWK 729.

Prerequisites: SWK 701, SWK 705
Credits: 6

SWK 730. FIRST YEAR FIELD PRACTICUM II. MSW supervised placement in a social agency that provides opportunities for generalist social work practice with individuals, families, and groups of all ages from rural and small communities, including advocacy skills to enhance social justice. The minimum hours required in a field agency is 240.

Prerequisites: SWK 701, SWK 705, SWK 729
Credits: 6

SWK 801. ADVANCED GENERALIST PRACTICE. Builds on the generalist practice skills, knowledge and values taught in Generalist Practice I and II. Integrates the use of advanced individual, family, group and organizational skills within the agency and community settings that serve diverse rural and small town client systems. Addresses practice concerns such as: acquiring sanction for work, assessing needed resources, supervision, certification, and evaluation of practice.

Prerequisite: SWK 702, SWK 705, or Advanced Standing
Credits: 3

SWK 803. DIFFERENTIAL ASSESSMENT. Students in this course learn how to work with clients and client systems to help them identify needs and assess problems as well as strengths. A number of different assessment methods are explored with particular emphasis on those appropriate for diverse populations across the lifespan from local, national, and international rural and small communities.

Prerequisites: Program Admission, SWK 705 and SWK 707 or Director Approval
Credits: 3

SWK 806. RURAL FAMILY AND COMMUNITY POLICY. Explores the design, function and impact of community and family policies. Historical development of specific policies and the effects of policy on rural family and community institutions and organizations. Skills in analyzing and synthesizing policy are applied to rural situations and change strategies.

Prerequisites: SWK 705, 709, 710 and 713 or Advanced Standing Admission to MSW Program
Credits: 3

SWK 808. ADVANCED PRACTICE EVALUATION. Advanced use of research to evaluate social work practices and programs, particularly those serving small towns, rural communities, aging and diverse populations. Includes single system design and program evaluation. Skills developed for assessing and adding to the knowledge base of social work practice.

Prerequisite: SWK 714
Credits: 3

SWK 811. PRACTICE WITH AGING. Integration of knowledge about aging, rural aging, services for the aging, and the principles of social work and practice with various diverse populations in rural environments.

Prerequisite: SWK 701, SWK 702 or Permission of the MSW Program Director
Credits: 3

SWK 812. PRACTICE IN SUPERVISION AND ADMINISTRATION. Supervision, management, and control in human service organizations. Theoretical and functional models to assist staff to grow and function competently as professionals. Understanding the elements of programming, budgeting, staffing, communications, and control within the organization. Identifying formal and informal systems, the impact of human diversity, and how all of this functions in the rural setting.

Prerequisite: SWK 701, SWK 702 or Permission of the MSW Program Director
Credits: 3

SWK 813. PRACTICE IN HEALTH CARE & HEALTH PLANNING. Examines roles of the social worker and the place of social work values and practice in health care planning, modern medical ethics, and professional practice.

Prerequisite: SWK 701, SWK 702 or Permission of the MSW Program Director
Credits: 3

SWK 814. PRACTICE IN MH/MR. Overview of MH/MR policies and services; issues of rehabilitation, advocacy and case management; and treatment approaches (crisis behavioral and chemical) are related to social work roles and values in the context of community needs.

Prerequisite: SWK 701, SWK 702 or Permission of the MSW Program Director
Credits: 3

SWK 815. JUVENILE & ADULT JUSTICE SYSTEM PRACTICE. Overview of the juvenile and adult criminal justice in urban and rural communities places emphasis on the development of an understanding of the ever-changing philosophies that under gird the criminal justice systems. In addition, the focus of the course will include an examination of the relationship between human diversity and aging in the criminal justice system.

Prerequisite: SWK 701, SWK 702 or Permission of the MSW Program Director
Credits: 3

SWK 816. PRACTICE WITH CHILDREN & YOUTH. Examines the major problems, legal and clinical issues encountered when working with children. Special concern for victimized and at risk children in rural settings.

Prerequisite: SWK 701, SWK 702 or Permission of the MSW Program Director
Credits: 3

SWK 821. SOCIAL WORK WITH SUBSTANCE ABUSE/ADDICTIONS. This course provides students with a substantive knowledge base and critical skills for planning to work in the addictions fields as well as for those who will encounter chemical dependency problems in their work with different age groups in the variety of arenas in which they practice.

Prerequisites: 2nd year standing or Permission of the MSW Program Director
Credits: 3

SWK 829. ADVANCED FIELD PRACTICUM I. First semester advanced MSW supervised placement in social agency setting for three days per week requiring advanced generalist practice with varying size and aging client systems, working in rural and small town communities. Students are required to complete a minimum of 330 hours.

Prerequisites: SWK 730
Credits: 6

SWK 830. ADVANCED FIELD PRACTICUM II. Second of a two-semester Advanced MSW supervised placement in social agency setting for three days a week a providing opportunity for advanced generalist practice with varying size and age client systems for working in rural environments. Students are required to complete a minimum of 330 hours.

Prerequisites: SWK 829
Credits: 6

SWK 840. SPECIAL TOPICS. Study of selected topics of significance or current importance and interest to the social work profession.

Prerequisite: Instructor permission.
Credits: Variable

MSW Field Education Policies and Procedures

General Responsibilities within the Field Practicum

Collaboration among all participants must take place for successful completion of practicum course work. The roles and responsibilities of each participant must be clearly defined and understood in order to accomplish the overall objectives of the educational process.

A commitment to professional practice standards shall be reflected in the behaviors of students, field instructors, field coordinator, and faculty field liaisons as efforts are being made by all to achieve these professional/educational objectives. Students, field instructors, faculty liaisons, and field coordinator are expected to be aware of, understand and implement through their actions the National Association of Social Worker's Code of Ethics.

General Responsibilities of the MSW Social Work Program

The MSW Program has the primary and basic responsibility for making all final decisions regarding the field placement. The MSW Program Director, MSW Faculty Field Liaisons, Field Coordinator, and Field Instructor work together to implement the field learning process as it is required in the curriculum. General responsibilities of the MSW Program include:

1. Assess student's learning needs, refer and assign students to field placements.
2. Monitor the progress of the student's learning in the practicum site.
3. Assign grades for field education courses based on input from field instructors.
4. Manage all matters of students' status in the program, including extending placement when necessary and eligibility for graduation.
5. Decide in collaboration with student and agency field instructor whether a student may need a change of placement.
6. Maintain a relationship with agencies not only through individual liaison contacts but by keeping agencies informed about policies, curriculum, and general program and administrative changes.

Governance Structure of Field Program within the Department of Social Work

The Social Work Field Instruction Committee is open to all faculty members in the department. The Field Coordinator chairs it and its membership includes the BSW and MSW Social Work Program Directors, faculty field liaisons, Field Coordinator, and other BSW/MSW faculty. The function of the committee is to approve field sites, field instructors, and to oversee the placement of students as they progress through their field experiences.

The Field Subcommittee of the Social Work Advisory Board is composed primarily of past field instructors who provide a link between the field agencies and the Social Work Program, sharing community interests and needs, advising on specific issues, discussing current trends in social work practice and social work education, providing community support for the field

instruction component of the curriculum as well as assisting in the development of continuing education, program review and revision.

Responsibilities of the Field Coordinator

The Field Coordinator, appointed by the Chair, serves as the focal point for the development of a field instruction program that is educationally based on identified curricular objectives. The role includes both administrative and curricular responsibilities. The specific responsibilities of this position include:

1. Organize and coordinate the assignment of students to placements giving consideration to the specialized services of the agency and the skills and knowledge of the field instruction staff.
2. Provide leadership in educational curriculum planning for the field instruction program in conjunction with appropriate faculty committees to develop stated objectives for field instruction at various program levels.
3. Interpret field practicum policies and procedures to students, agencies and faculty.
4. Develop appropriate administrative and curricular supports for the field placement period such as timetables, a system for maintaining learning contracts, evaluations, etc.
5. Serve as a consultant in grievances, conflicts, and differences that may occur.
6. Promulgate the purposes and needs of the field practicum component of the school as a representative to external constituencies.
7. Assume some limited responsibility for the field liaison role in special circumstances.
8. Review proposals for new placement settings to present to the Field Instruction Committee for approval.
9. Organize orientations, seminars and field faculty meetings to facilitate communication with field faculty.
10. Develop and maintain current information on students, affiliated agencies and field instructors.
11. Present eligible students to the field committee for faculty liaison assignments.
12. Participate in teaching and service appropriate to role.
13. Provide support to the Field Subcommittee of the Social Work Advisory Board.
14. Chair the Social Work Field Instruction Committee.

Responsibilities of the Faculty Field Liaison

The faculty member who serves as field liaison, carries the major responsibility for agency-school contacts regarding the design, implementation and evaluation of the practicum experience. Agency visits by the faculty liaison include a monitoring and coordinating function

designed to assure that social work learning opportunities are made available. The field instructor and/or student may request an interim visit at any time when a need is identified.

The specified responsibilities of the faculty field liaison are:

1. Work cooperatively with agencies and the Department to clarify educational and administrative expectations of student, agency and school; to maintain consultative and evaluative communication with the agency and students through agency visits each placement cycle; to facilitate and assist in the integration of classroom material and practice experience; to facilitate field experiences which reflect racial, ethnic and gender diversity; and to clarify and reinforce the educational role of the field instructor.
2. Participate with the field instructor and student in the evaluation of student performance.
3. Determine the final field instruction grade
4. Provide feedback regarding the agency setting and its potential for providing instructional experiences
5. Serve as the first point of contact in situations where problems occur in field learning.

Responsibilities of the Agency Student Placement Coordinator

In agencies with a social service staff of some size, this role may be carried by a Program Manager or a MSW Social Service Director. In small agencies, the field instructor may carry this role.

1. Represent the agency as the central administrative contact between the agency and the School by contracting with the MSW Program Field Coordinator regarding available placement slots and organizing the pre-placement screening of students within the agency.
2. Inform the Field Coordinator of changes in personnel in the agency.
3. Confirm with the Field Coordinator those students accepted for placement.
4. Recommend potential field instructors.
5. Offer support and consultation to field instructors within the agency as needed and participates in mediation related to field practicum conflicts when necessary.

Responsibilities of the Field Instructor

The process of field instruction is expected to foster the student's acquisition, application, and progressive development of professional knowledge and skills. The field instructor is a teacher and a role model. Specific professional educational responsibilities include:

1. Work with the student and faculty liaison to develop and implement the learning contract for instruction.

2. Provide appropriate learning experiences to enable the student to develop and integrate theoretical concepts with practice skills.
3. Make clear statements of the field instructor's expectations of the student
4. Schedule supervisory conferences of at least one hour of "protected time" per week. This is in addition to informal interaction throughout the week. Provide access to other staff as appropriate.
5. Initial and continuing assessment of the student's level of knowledge, educational needs and interest, in cooperation with the faculty liaison
6. Complete the mid-term and final evaluation of the student's progress using the evaluation form provided.
7. Discuss with the faculty field liaison any serious problems that may impact on the student.
8. Participate with the California University of Pennsylvania Master of Social Work Program in order to enrich and enhance educational goals. This may be accomplished through service on the Field Subcommittee of the Social Work Department Advisory Board, through guest lectures, or through other mechanisms.
9. Assist in periodic evaluations of the appropriateness of the setting for providing sound educational learning/practice experiences for placement students.
10. Attend and participate in the Field Faculty meetings, orientation and training opportunities offered by the MSW Program for MSW field instructors.

Responsibilities of the Student

The student with the support of the faculty liaison and the field instructor has major responsibility for his/her own learning and is expected to actively participate in the formulation and implementation of the field instruction experience. While in the field practicum the student is expected to maintain the same ethical standards and practices as the professional staff. Specific requirements include the following:

1. Attend the required pre-placement orientation sessions and follow all the pre-placement instructions in a timely fashion. This includes discussion with the assigned advisor and Field Coordinator of appropriate placement choices.
2. Make field instructor aware of any pertinent information that may affect the student's ability to learn.
3. Advocate for self in pursuit of learning. The student is responsible for the initial drafting of the learning contract and discussion with Field Coordinator so that it

can be finalized for submission to the Faculty Liaison by the specified deadline date.

4. The student is required to adhere to the items agreed upon in the learning contract, including required reports, etc. The student is required to participate in conferences with the faculty liaison during the placement.
5. Clarify with the agency any expectations related to transportation of clients and insurance coverage for these purposes.
6. Use the field instructor as a base for channeling contacts with other areas of the setting.
7. Respect client/agency confidentiality and abide by the NASW Code of Ethics.
8. Engage in appropriate termination activities with clients and agency at any point practicum ends.
9. Use of Supervision: The student is expected to prepare for and participate in regular conferences with the field instructor, focusing on the student's learning and application of social work concepts. In an effort to foster the integration of class and field, the student is expected to share with the field instructor course materials and syllabi in addition to appropriate classroom discussions and experiences. The student uses this professional tutorial relationship as a constructive tool in his/her total educational program.
10. Use of Agency Material: The student should take responsibility for a clear understanding between the agency, the student, and the Program about the student's use of agency material in the classroom.
11. The Student as Member of the Agency: The student must take responsibility for becoming a part of the field instruction setting and participate as a responsible member of the staff. Attendance at meetings and conferences in the agency and community are encouraged. The student should take advantage of appropriate opportunities to broaden the learning experience within the field instruction placement consistent with educational and service obligations.
12. Generally speaking students should take 30 minutes for lunch which does not count toward practicum hours.
13. Winter weather – Students who are missing opportunities at practicum sites due to snow should discuss making up this time with the field supervisor and or field faculty liaison.
14. Students are not to be responsible administering, the counting of or signatories of medication for consumers.
15. Students (MSW) are not allowed to bill for services.

16. **MANDATORY:** For all students enrolled in programs in the College of Education and Human Services: “in accordance with Pennsylvania Department of Education regulations, all students who have direct contact with children must have current (not more than one (1) year old) Pennsylvania State Criminal Background (Act 34), Child Abuse (Act 151), and Federal Criminal Record (Act 114, Fingerprinting) clearances. This applies to all course-related observation, field and clinical experiences, as well as student teaching. To obtain Fingerprinting clearances go to www.pacognetid.com/dpw. The cost is approximately \$35.00.

Criteria for Selection of Agencies and Field Instructors

Criteria for Selection of Agencies

In selecting agencies as potential settings for field instruction the Program looks for evidence of commitment to social work principles and values as well as a commitment by the setting to the learning needs of the student. The following represent criteria utilized in the selection process:

1. The agency accepts professional education for social work as part of the philosophy and practice of the agency and is willing to work collaboratively with the Program to maximize the educational nature of the field placement.
2. The agency has available MSW employees with appropriate practice experience interested in providing field instruction who meet the criteria and standards of the MSW Program.
3. The agency is willing to accept the student as a learner and to provide appropriate experiences. It will maximize the student’s opportunity to have assignments that include work with clients of differing race, gender, ethnicity, sexual orientation, income, or ability.
4. The student is accepted as a participant in the overall agency program and activities as appropriate. This includes opportunity to participate in staff meetings, interagency meetings, in-service training’s, and other opportunities for professional learning.
5. Students should be provided with the proper physical environment and equipment, i.e., phone, desk, and a private space for interviewing clients, office supplies, clerical services, etc. The student is reimbursed for expenses incurred in the performance of agency responsibilities; i.e. travel, telephone, special agency activities.
6. The agency must agree to treat all information, including evaluations of students, as confidential. According to the provision of the Buckley Amendment to the 1974 Family Rights and Privacy Act, the student must give written permission for the school or agency to release data concerning her/his attendance history or performance record.

7. The agency must be willing to allow students to use case records and other appropriate material, with confidentiality protected, in classroom discussions and assignments.
8. The agency must be willing to adjust the field instructor's schedule to permit time to plan student's program, attend field seminars, prepare for and hold supervisory conferences, and generally supervise the student's field placement progress.

Criteria for Selection of Field Instructors

The field instructor is a teacher and a role model and is responsible for delivering a significant portion of the educational curriculum. They are to be competent in their chosen field of practice, have an ability to consciously discuss the concepts and principles that underlie that practice, and have an interest and desire to be involved in teaching students. Further it is required that the field instructor:

1. Possess a graduate degree in social work (MSW) from an accredited school of social work and at least one year of post-degree experience.
2. Has knowledge and competence within the field of practice area in which the setting engages.
3. Will adhere to the standards of professional social work ethics and values.
4. Will attend orientation, training, and other seminars offered by the Program regarding the field instruction process.

Field Instruction Requirements and Expectations

Prerequisites for Entering Field Placement

Students' must complete the MSW courses that are delineated in the course-sequencing guide found in the Student Handbook and in the Appendix of this manual.

Pre-Placement Process

The field placement process is designed to provide the student with an experiential educationally directed practicum that is appropriate to the student's learning needs. This process requires that the Field Coordinator and, where needed, the student's faculty advisor participate in a discussion with the student of appropriate placement planning. The Program assumes the responsibility of ensuring the educational purpose of the internship and therefore, although including student and agency preferences in the selection process, maintains ultimate responsibility for the process and agency placement.

The MSW Social Work Program will announce and conduct required orientation meetings in January and July, to assist students in preparing for field placement. It is important that students read carefully and follow the pre-placement procedures in full before seeking interviews and making decisions. Students should initiate contacts with field settings regarding

placement following this meeting. The July meeting is for second year Advanced Standing Students whose practicum starts in the fall. The January meeting is for full-time students, both regular and advanced standing, new to the program.

1. Students may meet with their faculty advisors to discuss their career goals, learning needs, practicum objectives, and preparation of a resume before scheduling field interviews.
2. Students prepare a resume to be presented to agencies where they request an interview in order to give the agency appropriate information about themselves. A copy of this resume should also be given to the MSW Field Coordinator.
3. Students meet with the MSW Field Coordinator to select at least two agencies appropriate to their career goals and learning needs. This meeting will also be used to discuss the practicum, identify the potential MSW field instructor, and describe any special needs and/or requirements unique to the student or to the agency.
4. Students contact the agency and the MSW field instructor to schedule an interview. Both student and field instructor are encouraged to have a careful discussion to develop a mutually clear understanding about the appropriateness of the placement. (See Appendix: Pre-placement interview questions).
5. Students submit their agency selection to the MSW Field Coordinator by the specified date (See Appendix: Site Selection Indicator Form). The Field Coordinator contacts the agency's MSW field instructor to confirm the selection and presents the site and field instructor selection to the Social Work Field Committee for final approval. Once approved, the student, field instructor, and agency are notified.
6. **IMPORTANT:** State law and in particular field education (practicum) sites may require some or all of the following: (1) background check; (2) child abuse clearance; (3) health related clearances; (4) drug testing and other such clearances. Certain types of criminal convictions and/or health related issues may affect the student's ability to complete the program. In addition, a number of employers and statewide licensing boards have policies regarding criminal histories which may limit employment and licensing options.
7. Students may not begin SWK 729 or SWK 829 until they have had an orientation with their field faculty liaison. SWK 730 and SWK 830 may begin on the first day of class.

Additional Placement Policies

1. If the student believes that an appropriate choice is not available after careful exploration of approved agencies, the student may contact the Field Coordinator to discuss the possibility of seeking approval for a new site. The Field Coordinator will evaluate the request and decide whether to pursue approval based on the same criteria used to evaluate other requests for affiliation. In particular, it is important that a site can fulfill the needs of future students rather than be of one time use only. In addition, if the student wishes to dispute a decision made during the field planning process, s/he may bring the matter to the attention of the MSW Field Committee or the MSW Director.

2. The State System of Higher Education and the Faculty Union have defined the geographic boundaries within which field placements will be considered as being no more than 200 miles from the campus. Only in situations where there is a compelling personal circumstance or a very unique opportunity will this be waived. In choosing placement possibilities, students must be prepared to attend concurrent classes.
3. Should the student be approached about accepting employment at the agency during the field placement, the student should immediately contact the Field Coordinator and discuss the implications of that possibility.
4. In the event a placement is not confirmed after three pre-placement interviews because of his or her presentation or readiness, the student is automatically required to have a performance review, to be coordinated by the Field Coordinator. Such a review may prevent a student from entering a field placement.
5. Proposed field instruction assignments must be appropriate to the student's level of education, first year or advanced, and meet curriculum requirements.
6. The MSW Field Committee will review and must approve the practicum proposal.
 7. Practicum Orientation/Training: If an agency requires training in order for you to perform your practicum duties, 24 hours of an agency's training program may count towards your practicum hours, provided that they are done in the current semester. Anything above 24 hours will not apply towards your practicum hours.
 8. After two failed interviews for practicum placements, a student will be called in for a problem identification meeting. The MSW program's goal is to place students in practicum. However, if successful placement is not reached after two unsuccessful placement attempts, the program is not obligated to continue efforts to place the student that semester. A student will be called for a problem identification meeting.

Learning Objectives and Learning Contracts

The MSW field practicum syllabus, created by the faculty liaison, describes the general educational objectives for the field along with other field related learning assignments. As described in the syllabus, all students are required to work with their field instructor to prepare a learning contract which addresses the specific educational objectives, their respective client population, the student's own learning objectives, and the process by which those objectives can be accomplished in field placement. **(See Appendix: Guide to Field Education Learning Contract and Evaluation Process).**

The field instructor and student sign the draft learning contract. Three copies of the draft contract are submitted to the faculty liaison by the due date indicated on the practicum syllabus.

Once the faculty liaison approves and signs the learning contract, copies of the final learning contract are distributed to the field instructor, the student and the MSW Field Coordinator. It is possible that the contract may be renegotiated at mid-term or whenever the need may arise to add new tasks or reduce expectations. Copies of the renegotiated learning contracts will be distributed to all those previously identified.

Note: The Learning Contract is the primary basis upon which the student is evaluated by the field instructor both at the mid-point of the placement and for the final evaluation.

Placement Time and Length Requirements

All MSW students must complete the required number of days/hours during the placement period. This means that Advanced Standing MSW degree candidates are required to complete 660 hours in placement. Those MSW degree candidates in the Regular Program are required to spend 1140 hours in total.

All students, Regular or Advanced Standing, full or part-time follow their sequence of courses as illustrated previously under MSW Program Curriculum.

The student's schedule may reflect variations in relation to assignments, such as fulfilling evening, weekend or "on call" responsibilities. However, it is important to note that the MSW Program requires a significant overlap of time when field instructor and student are working during the same hours. Appropriate access to field instruction must be available so that the field instructor may directly observe the work of the student and provide feedback and direction. Any decision to use evening and weekend hours must meet this requirement.

It is the policy of the Social Work Department that students are not permitted to perform field practicum hours when the University is closed for extended periods (e.g. December break and Spring break). When students are placed in agency settings in which there are required breaks that do not coincide with the University Calendar, alternative arrangements may be approved.

Evaluation Process

The MSW Foundation and Advanced Standing mid-term and final evaluations are completed on-line on the Internship Placement Tracking (IPT) system at www.runipt.com. At the beginning of the semester, each Field Instructor will receive a personal username and password to access the student's evaluation on IPT. Each MSW will have their own username and password to access and review, sign and date the evaluation forms. Student access does not allow a student to change any evaluation grade, but they are able to comment on the mid-term and final evaluation. Please note that upon completion of the practicum, students are also required to evaluate the practicum experience and this evaluation is used to continuously improve the field component of the social work program. This form is also found at www.runipt.com. Complete directions for the IPT system are found in the Appendices.

1. Evaluation of the student's performance in the placement agency by

the field instructor is to be an on-going process through which the student receives **continual assessment** of his or her performance. (See **detailed notes on the evaluation process below.**)

2. At mid-semester, there is to be a planned conference between the student and the field instructor devoted to an assessment of the student's performance to date. The evaluation form will be used as the basis for this assessment of the student's performance (See **Appendix**: Student Evaluation Forms).
3. It is imperative that the field instructor notify the faculty liaison immediately if there is any indication that the student's performance is less than satisfactory at mid-semester.
4. During any evaluative process, students are expected to participate actively in the conference and may be asked to prepare a self-assessment of her/his performance. If disagreements occur, the student has the right to submit a written rebuttal for attachment to the field instructor's evaluation to be included in the student's record. The student must read and sign the written evaluation and the field instructor must also sign it prior to its transmission to the faculty field liaison.
5. Student Evaluation of Field Instructor (**Appendix**) (To be completed and returned to Field Coordinator at end of field placement).
6. Student Evaluation of Faculty Liaison (**Appendix**) (To be completed and returned to Field Coordinator at end of field placement).

With respect to the evaluation of student performance, some of the key points above (items 1-4) merit additional consideration. Because the performance evaluation is to be an ongoing process throughout the placement, the written evaluation should not contain anything the student does not already know.

An evaluation is due at mid-term and at the end of placement. Mid-term evaluations are essential to provide feedback on progress and outline areas needing continued improvement.

There are two different evaluation forms to be used for the evaluation of student performance in field. One form is used for the evaluation of foundation field education and is so titled. The foundation evaluation of student field performance is to be used at mid-term and at the end of the semester in foundation field (SWK729 & SWK 730). The other form is for the evaluation of performance in advanced field. This form is used across the year-long advanced field education placements (SWK829/830). These evaluation forms can be found in the Appendices of this Field Manual and on the Intern Placement Tracking web-site a www.runipt.com and on the MSW Program web site.

It is helpful to go over a copy of the evaluation form ahead of time and to discuss what must be accomplished to earn a successful grade.

It is not fair to the student to receive negative feedback for the first time at the end of placement when they have not had a significant opportunity to address the problem areas.

The evaluation form requires assessment of student performance in each of the ten field competency areas identified earlier in this manual. Although the ten competency areas are the same across the two field education placements, the indicators used to assess performance in these ten areas ***require a higher level of applied learning in the advanced field placement***. Greater emphasis is placed on mastery in the advanced field evaluation. Students are expected to be performing independently, to be managing their own cases, evaluating their interventions, and developing and evaluating intervention plans for increasingly complex, multi-level situations. It is absolutely critical that the correct evaluation tool is used for the two different practicum placements for this reason. Evaluation of student performance is based on a review of the learning contract to reflect the student's progress in the agreed upon areas of skill development.

Written evaluations must be reviewed with the student, signed and dated by both the student and the field instructor and forwarded to the faculty liaison.

Grading:

The evaluation form asks for a rating scale ranging from “unacceptable” to “outstanding”. The actual grade options use the A, B, C, and F scale. (A plus/minus scale is used, however there are no C- or D grades at the graduate level.)

Field instructors are responsible for recommending a grade via the rating scale. Faculty liaisons are responsible for assigning the grade.

It is important to give accurate feedback. If a student's performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance it is important to reflect this in the evaluation.

In the event that the field instructor realizes that he/she may recommend a failing grade or that the student needs additional placement experience in order to meet a successful level of performance, the faculty liaison should be contacted as soon as possible.

The field instructor must be careful when considering recommending any extension to improve a grade, especially if the student is in the last semester, as it is often difficult to turn things around in a short period of time. Decisions to extend a practicum, following consultation, is the responsibility of the faculty liaison.

Grades cannot be assigned unless an evaluation, signed by both the student and the field instructor, is received by the faculty liaison by the due date identified on the field instruction calendar. Submitting late evaluations will result in the student receiving an “incomplete” grade.

End of First Year:

ACCEPTABLE LEVEL OF PERFORMANCE:

A student with an acceptable level of performance may be characterized by more or less even, progressive movement over one year. While there may be periods of unevenness (with some

limited degree of regression or immobilization, mainly during periods of stress or pressure), the student must give evidence of both the motivation and capacity to perform satisfactorily in all areas, with the ability to begin to integrate theory and practice.

Many students perform at above the acceptable level of performance by displaying creativity, flexibility, imaginativeness, and reflecting a potential to perform at the superior level.

The following considerations need to be addressed when working with a student who, at the end of their first year, displays marginal passing performance or unacceptable performance.

MARGINAL PASSING LEVEL OF PERFORMANCE:

The major characteristics are unevenness and slow progress in the student's overall performance in the application of theory and the development of skill. The student will have periods of improved functioning and responsiveness to specific direction from agency field instruction staff. However, difficulties may develop in any or in a combination of the following areas:

1. inability to establish relationships at the basic level due to lack of sensitivity and feeling for people and difficulty in disciplining his/her own feeling responses;
2. preoccupation with one's own needs and feelings;
3. inability to do case/project planning and self review;
4. persistent problem in viewing client systems objectively with overemphasis on either positive or negative aspects of a situation;
5. limited ability to conceptualize;
6. behavior in supervisory relationships indicates limited ability to involve self in the learning process and a high degree of defensiveness; frequent need for external controls and propulsion for learning;
7. evidence of a lack of personal integrity throughout performance.

Consideration When Passing A Student With Marginal Performance To The Second Year

- A. Students who pass the first year marginally may be advised not to return for a second year of graduate work for some of the following reasons:
 1. personal pressures, stresses, or immaturity.
 2. where student needs help during the intermitting period in order to show evidence that he/she can function satisfactorily in an educational setting.

3. where intellectual capacity is limited, and it is believed that the student would have a serious problem meeting the demands of the expectations for the conceptualization required in the second year.
 4. where the student's capacity is at such a minimal level, that while he/she passed the first year, on this basis, it is educationally indicated that he/she could not achieve the requirements for performance in the second year.
- B. Students who pass the first year marginally may be advised that they can continue for the following second year of graduate study. But it would be recommended that their initial second year performance be on a probationary basis. These students may need an extended period of field placement to demonstrate a sustained passing performance based on:
1. ability to show evidence of good intellectual capacity.
 2. ability to show a very late evidence of integration and the expectation that they can consolidate, sustain, and strengthen this gain in their second year.
 3. expected ability to meet minimal demands of the second year program.

UNSATISFACTORY LEVEL OF PERFORMANCE

Any one of the following characteristics would indicate that a student is failing at the middle of the first semester of field practicum. However, it would not normally be expected to find only one of these characteristics in isolation, but rather in a combination with others.

The student demonstrates:

1. consistent lack of empathy and unrelatedness to the individual/family/group/organization/community.
2. evidence of destructiveness with clients.
3. inability to move or think independently.
4. preoccupation with own needs, and feelings, which negates the effective use of self as a helping person.
5. hostile behavior when given constructive criticism.
6. persistence of lay attitudes, limiting his/her professional identification and discipline; no commitment to, or beginning ability, to internalize the goals and values of the social work profession; confusion in the role of a social worker and identification as a social worker.
7. evidence of disorganization in responding to the basic demands for use of time, in the learning situation, in submitting, recording and/or setting up appointments; no reference to theoretical concepts about behavior or no ability to begin to implement

the beginning aspects of the treatment process including concepts of social study, assessment, and evaluation, as derived from class, field teaching and readings.

8. complete inability to conceptualize or to recognize principles.

9. inaccessibility to learning in the use of the supervisory process as evidenced by the inability to look at one's own performance in a self-evaluative manner; high degree of self-protectiveness; requires a high degree of pressure in order to function to meet deadlines; unrealistic perception of self and unrealistic expectations of others; motivation to learn only enough to "get through"; need to control all in his/her learning experience.

10. evidence of a lack of personal integrity in one's performance with individual/family/group/organization/community, or in the relationship with the field instructor; does not adhere to the professional Code of Ethics.

Evaluation of student performance is an ongoing activity that is built into the instructional and supervisory process. Close supervision of the student is the essential ingredient in an accurate performance evaluation. However, evaluation of student performance must not be viewed exclusively as an externally imposed assessment. Students must develop the ability to assess their own growth and learning, to recognize their strengths and the areas needing improvement, and to evaluate their practice abilities—both in general and as related to specific intervention efforts.

Students usually tend to be very anxious about the assessment process. In instances where things are not going well, the student is not the only anxious party, most likely. In these situations, the agency field instructor and faculty liaison undoubtedly will also face the evaluation conference with some degree of trepidation. Anxiety in the face of performance evaluation seems to be universal for all students, even when they are doing outstanding work. Although it never seems possible to eliminate anxiety entirely, it is helpful to discuss with students ahead of time what will occur during the evaluation conference and what they might be expected to discuss.

In preparing students for the formal evaluation conference, some field instructors require the student to fill out the Evaluation Form in pencil. The field instructor then proceeds to complete the form. Thereafter, the differences and similarities between the student's perceptions and the field instructor's perceptions are discussed prior to the formal evaluation session with the faculty liaison. Based on these discussions, the field instructor may wish to change one or more of the performance assessments. Before the form is turned in to the faculty liaison the student's pencil marks are erased. This approach to the assessment of performance seems to be highly effective.

Prior to submitting the Evaluation Form to the faculty liaison, the field instructor and the student sign the Evaluation Form. Students may provide a dissenting opinion of the evaluation by so indicating on the form and by attaching an explanation of their disagreement to the form, which then becomes a permanent part of the student's record. Following the evaluation session, the faculty liaison signs the Evaluation Form and assigns a grade based on the

evaluation, the logs, the field seminars, and other syllabus requirements. Students have the right to appeal the final grade as outlined in the MSW Student Handbook.

Field instructors are urged to be painstakingly thorough in their assessments when the faculty liaison visits. Students cannot maximize their professional development and monitor their own performance in the absence of honest and balanced feedback. The grading system for the practicum includes other components of the overall course work. A candid discussion of student performance during evaluation sessions is needed to deal more readily with many field instruction elements that are difficult to translate into a letter grade.

Only in rare cases do students earn an unsatisfactory rating. However, those instances present difficult situations for the student, the field instructor/task supervisor, and the faculty liaison. No one likes to assign an unsatisfactory grade, and certainly no one likes to earn it. Nevertheless, problems sometimes arise that can result in an unsatisfactory rating. Usually the behaviors leading to an unsatisfactory rating are not outrageously dramatic—such as illegal, or immoral behavior—but instead are a recurrent series of lesser problems. Some of the more likely types of problems might include the following.

1. A hostile, resistant attitude toward learning, toward the field instructor, or toward others in the agency.
2. Chronic absenteeism—particularly when there are obviously flimsy excuses for the behavior—and other irresponsible behavior.
3. A personality that appears to be unsuited to and incompatible with the practice of social work, such as judgmental attitudes, unapproachable appearance or attitudes, punitive or cold behavior.
4. Emotional immaturity or unusual naiveté that interferes with the ability to effectively practice social work.
5. Unprofessional behavior, including blatant disregard for agency policies, rules, and regulations.
6. Behavior that is emotionally damaging to clients.
7. Emotional problems and needs that interfere with the student's ability to work with clients.

When problems and behaviors such as those cited above become evident, the field instructor or task supervisor should first arrange a meeting with the student to address the problems. If the field instructor or task supervisor is unable to resolve the difficulties during the conference or sees no improvement following the conference, he or she should immediately contact the faculty liaison, who will make a visit to the agency to address the difficulties. If the difficulties remain unresolved and lead to an early termination of the placement or to an unsatisfactory field performance rating, the field supervisor must approach the writing of the evaluation with extreme care. The field supervisor should consult with other colleagues, the faculty liaison, and/or the Field Coordinator. The evaluation should substantiate, through description and

illustration, the basis for the unsatisfactory rating. It should give more than usual detail of all contributing factors, including assignments, supervision, description of problems, student's responses to feedback, and related events. It should be written in a way that documents the basis for the unsatisfactory field performance rating in order to withstand challenges. However, it should be extremely humane and demonstrate the highest level of respect for the dignity of the student.

Problems in Field Instruction

It is the responsibility of the social work faculty to grant academic credit only to students whose course work meets at least minimally acceptable standards. **Because performance in field instruction is a critical indicator of the student's readiness to assume professional responsibilities, as well as field instruction being a major formal requirement, the student can have no more than one "C" for the four semesters (one "C" for the two semesters in advanced standing) of field instruction in order to complete candidacy for the Master of Social Work degree.**

Each student receives specific evaluative feedback from the agency field instructor throughout the placement. The faculty liaison or the Field Coordinator may initiate a Problem Identification Review for the student's field performance when it appears the student may be unready to become a professional social worker. The policy for this review is in the Student Handbook.

The Program respects the right of the student to raise and pursue issues regarding his/her field placement. Such concerns should be brought by the student, first to the field instructor, and second, to the faculty liaison coaching the student to attempt to resolve the problem for him/herself. The Program believes that the process of problem solving on one's own behalf can be an important part of the student's education. If this fails, the student, field instructor, faculty liaison and/or the Field Coordinator will initiate a joint meeting with the student and Field Coordinator to assess the possibility and appropriateness of further attempts at problem resolution.

Field placements, once confirmed, are not changed lightly. If the conclusion reached by the Field Coordinator, faculty liaison, and agency representative is that a placement should be discontinued, an assessment will be made jointly whether a student should be reassigned to another field instructor in the same agency, or to another agency setting, or to be discontinued from placement. This decision will be final.

Code of Ethics

Professional conduct and breach of learning contract grievances are defined as complaints or disputes involving the explicit learning contract between the student, the field instructor, and the faculty liaison. Expectations for appropriate professional behavior by the involved parties are as set forth in the revised NASW Code of Ethics.

Therefore, all parties signing the learning contract are expected to adhere to the NASW Code of Ethics. A copy of the Code of Ethics was given to all students at the MSW Program orientation. Contact the Field Coordinator if you do not have a copy. The Code is also accessible through the NASW home page: www.naswdc.org.

Insurance Coverage

1. Professional liability insurance coverage is required and may be secured by joining NASW and obtaining an NASW policy, where appropriate, or by securing an individual policy for coverage from another carrier. See Field Coordinator for forms.
2. Transportation of client in personal auto:
University insurance does not include any coverage for the student should an accident occur while transporting a client in a personal automobile. Therefore, students shall not be expected to transport clients in their personal automobile as a requirement of their field placement unless the agency can provide insurance coverage to them for this activity or they agree to use their own insurance coverage.
3. Health/Medical Coverage:
While student injuries in field placement are rare, there is an element of personal risk for those who engage in the practice of social work. It is important for students to know that if an injury should be sustained while in the field placement, his or her own medical insurance will be the only source of medical coverage. The University is not responsible for accidents occurring to students in connection with class, laboratory, shop, fieldwork, travel, or other activities. Students may rely on their own coverage or purchase a student health policy. Information about this policy may be obtained from the University Health Service.

APPENDIX

1. Pre-Placement Interview Questions
2. New Field Instructor Application
3. MSW Field Placement Selection Form
4. MSW Application for Employer-Based Field Instruction Placement
5. MSW Daily Report of Student's Hours at the Agency
6. Evaluation Instruments
 - 6-A. EVALUATION OF STUDENT FIELD PERFORMANCE
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 - 6-D. STUDENT EVALUATION OF FIELD FACULTY
 - 6-E. FIELD EVALUATION OF FIELD COORDINATION
 - 6-F. FIELD INSTRUCTOR EVALUATION OF FIELD COORDINATION AND FACULTY LIAISON
7. Instructions for completing evaluation instruments on-line
8. Sample-Model Orientation Checklist for MSW Field Students
9. Guidelines for Practicum Matching Interviews
10. Social Work Field Education Student Agreement Form
11. Practicum Learning Contract Format/Learning Plan/Key Points & Macro Suggestions

1

Pre-Placement Interview Questions

Each of you is being asked to schedule an appointment at a potential field placement site. Both you and the contact person at that site will explore the appropriateness of this practicum assignment. Below is a list of questions that you might want to consider asking during your initial appointment.

1. What kinds of activities and programs does this agency undertake?
2. What activities, tasks, and/or projects will I be able to undertake?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a particular theoretical approach to intervention?
5. What are the general characteristics of clients and communities served by this agency?
6. What is the approach to and structure of supervision?
7. What amount of interaction does a student have with other students and with permanent staff?
8. What opportunities exist for inter-professional collaboration or cooperation?
9. What types of in-service training or workshops and conferences will be available to me?
10. What kinds of cases and/or projects do you anticipate assigning to me?
11. What kinds of skills do you hope a student will bring to the agency?
12. How much independence and initiative do you expect me to demonstrate?
13. How are students helped to handle issues of diversity in regards to age, gender, race, ethnicity, sexual orientation, and mental and physical ability on both staff and client levels?

New Field Instructor Application

Name:

Agency:

Agency:

Address:

Agency Phone Number:

Education:

College	Degree	Date Received

Are you a member of NASW yes no

Please list other organizations/affiliations:

Have you been a field instructor before? yes no
If yes, with which College/University were you affiliated?

Other Academic Appointments or Experience

Institution	Appointments/Experience	Dates

Narrative:

1. Briefly describe how students will be able to gain generalist social work experience in your agency.

Approved 5/07

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CALIFORNIA UNIVERSITY OF PENNSYLVANIA

MSW Field Placement Selection Form

Semester: ___ Fall ___ Spring Year: _____

Please circle: SWK 729/SWK 730 SWK 829/830

Class Standing: _____

Student's Name: _____

On-Campus Phone: _____ Permanent Phone: _____

Field Agency Selected: _____

Field Instructor's Name: (Specify MSW or LSW): _____

Field Instructor's Job Title: _____

Year Field Instructor received MSW _____

College/University Field Instructor received MSW _____

Is Field Instructor a full-time employee of the field agency specified? ___ Yes ___ No

Agency Address: _____

Agency Phone: _____ Field Instructor's Phone: _____

Field Instructor Email: _____

Planned Student's Work Role(s) at Agency:

Individuals _____

Groups & Families _____

Communities & Organizations _____

There is a desk available for the student and access to a phone & computer. ___yes ___no

There is designated space to secure personal belongings ___yes ___no

There is designated space to secure files and materials ___yes ___no

California University MSW Field Manual

Student's Work Hours at Agency:

Monday: _____ Tuesday: _____ Wednesday: _____

Thursday: _____ Friday: _____ Saturday: _____

Sunday: _____

Does student need _____ child abuse clearance?
_____ state police clearance?
_____ liability insurance? amount: _____
_____ tuberculosis test? type: _____
_____ other? _____

TERMINATION FROM THE MSW FIELD PRACTICUM

I understand and acknowledge that both the California University of Pennsylvania's Social Work faculty and the agency will have the right to suspend a student from the placement for reasons of health, unsatisfactory performance or other reasonable cause. Such actions may be taken only after prior consultation between the agency and the Social Work Department. Suspended students will be referred to the Faculty Practicum Committee, MSW Program Director and the Field Faculty Liaison.

SUPERVISION

I understand, as the Field Instructor, that I am required to provide the student with a minimum of a full one-hour session of structured individualized supervision each week of the practicum.

In the event that I will be away from the office for an extended amount of time (1 week or more), I designate _____ phone # _____ to supervise the student.
(Name & Credentials)

I agree to adhere to the standards of the professional social work ethics and values.

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Field Coordinator: _____ Date: _____

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CALIFORNIA UNIVERSITY OF PA

MSW Application for Employer-Based Field Instruction Placement

Directions: Use of this format is required. Copy the cover page directly and complete it. Duplicate the rest of the form and answer each question fully.

Student's Name: _____

Current address: _____

Current Phone (work) _____(home)_____ Student ID # _____

Field of Practice: _____ Full-time _____ Part-time _____

Regular Standing: _____ Advanced Standing _____

I. Employment Information:

A. Name of Employing Agency _____

B. Address of Agency _____

C. Name of Current Supervisor _____

D. Student's Current Job Title _____

E. Please attach copy of your job description.

F. Please attach a resume including all prior social service and other employment experiences with brief descriptive statement of each position.

II. Agency Endorsement

We, the undersigned attest to the accuracy of the attached statements and proposed plan. We understand and will support the academic needs of this employee that go beyond and are in addition to the ordinary requirements of employment. We agree to provide the experiences noted in the attached plan.

Field Instructor

Agency Administrator

Student

Director of Field Instruction
(where available)

Date

III. Employed Placement Rationale

A. Rationale and need for employed placement: (Please state briefly the major reasons for request).

B. Structural Arrangements

1. Briefly describe your agency's function and staff composition.
2. Describe how your workload will be reduced to insure that the time required for your field practicum is available each week of placement. Specify the days and times set aside for the field practicum each week.

C. Learning Opportunities: Describe your plan and educational design for field instruction as it relates to the goals and objectives of an advanced generalist practice in small towns and other rural environments.

1. Direct Services to Individuals, Families and Groups
2. Services to Communities, Neighborhoods and Organizations
3. Staff Meetings/Case Conferences/Interagency Meetings
4. Advanced Generalist Practice in Small Towns and Rural Environments
5. Describe how the employed placement will provide opportunities to work with persons/groups of differing identifications, i.e., racial, ethnic, gender, age, etc.

- D. Field Instruction Supervision
Approval of the proposed field instructor rests with the MSW Program (MSW and two year post-graduate practice experience the minimum requirements). The student's present supervisor may not be used as the field instructor. A minimum of one hour per week must be set aside for conferences. Attach a copy of the vitae of the proposed field instructor.
- E. Please describe how your field instruction responsibilities will be different from those typically expected in your employed position.

California University MSW Field Manual

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CALIFORNIA UNIVERSITY OF PENNSYLVANIA
MSW Program Daily Report of Student's Hours at the Agency

AGENCY NAME _____

STUDENT NAME _____

WEEK OF	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTAL HOURS	Overview of Weekly Activities	Supervisor's Signature
2/25/08	8-12 1-5		8-12 1-5		8-12 1-5		24 hours	Saw 4 clients in the office; attended 2 agency training workshops; met with Field Supervisor; Accompanied supervisor on a field visit; updated case records.	

This report should reflect the number of hours the student works on agency business. Mark the number of hours in the appropriate block for each day and total for the work week. This report must be given to the field faculty liaison on a monthly basis.

Student Signature

Onsite Task Supervisor Signature (if appropriate)

Field Instructor Signature

**MSW FIELD EDUCATION EVALUATION
COMPLETED BY FIELD INSTRUCTORS**

EVALUATION OF STUDENT FIELD PERFORMANCE

CALIFORNIA UNIVERSITY OF PENNSYLVANIA
MSW Program

**FOUNDATION FIELD PERFORMANCE EVALUATION FORM
OF**

STUDENT'S NAME

SWK 729/SWK 730

Midterm Review Date: _____ Final Review Date: _____

Year Expected to Graduate: _____

Field Agency: _____

Field Instructor: _____ Position: _____

Phone #: _____

Faculty Liaison: _____

Field Placement beginning date: _____ Ending date: _____

INSTRUCTIONS FOR COMPLETING:

Please use this form for both midterm and final evaluation.

Forward a copy (not the original) of the midterm evaluation to the faculty liaison. Keep the original of the midterm evaluation form until the final evaluation has been completed. At the end of the placement provide both originals before submitting the final completed evaluation. Please use the space provided to give specific feedback in the areas of learning as they relate to the individual student. A balanced evaluation will include areas of strengths as well as areas, which need continued improvement or development. Please reflect on the progress made in accomplishing the learning objectives and on the specific activities identified in the student's individual learning contract as they relate to the outcome areas.

Ratings

Please use the following rating scale to evaluate the quality of the student’s performance in relation to the outcome areas:

- 1= Unacceptable:** indicates that the student’s performance is clearly well below minimal standards that would be expected at the point in which they are being evaluated.
- 2= Marginal:** indicates that improvement is necessary to meet the basic standards for an entry level masters social worker
- 3= Acceptable:** indicates an acceptable/satisfactory level of performance
- 4= Very Good:** indicates above average performance
- 5= Outstanding:** indicates performance that is superior and consistently exceeds basic standards for an entry level master of social work student

Application to Individual Field Experiences

Although students will need to be exposed to a broad range of experiences and have the opportunity to work with a variety of system levels (individuals, families, groups, organizations and communities), we realize that placements can offer differing experiences. Therefore, in evaluating the range of generalist practice skills (engagement, assessment, implementing and evaluating interventions). there is flexibility in the evaluation of those skills in relation to the agreed upon learning contract. For example, the skill of engagement can be evaluated whether the student’s primary role in the setting is to engage with individuals, an organization, or with the larger community.

Please check Experiences/Assignments that are applicable for a student in your setting: (check all that apply)

Social Work Practice with:

- Individuals
- Couples
- Groups
- Families
- Organizations
- Communities
- Case management
- Intakes
- Assessments
- Treatment Planning
- Crisis Intervention
- Advocacy
- Community organizing
- Coalition involvement
- Organizational development
- Policy making
- Needs Assessment/Program Development
- Program Evaluation
- Attending In-Service Training Sessions
- Giving Presentations

- _____ Board Involvement
- _____ Fund Raising
- _____ Other (specify)

I. Professional self

When evaluating this area please consider the student's ability to:

1. Demonstrate practice adhering to professional values and ethics as reflected in the NASW Code of Ethics
1 2 3 4 5
2. Demonstrate awareness of and respect for individual and cultural diversity in all areas of practice
1 2 3 4 5
3. Recognize and act to ameliorate forms of oppression as they impact client systems
1 2 3 4 5
4. Critically evaluate one's own generalist practice and integrate feedback from supervision
1 2 3 4 5
5. Demonstrate awareness of self, one's own needs, feelings and biases
1 2 3 4 5
6. Develop constructive professional relationships with clients/target systems, community members, agency staff, including social work professionals and professionals from other disciplines
1 2 3 4 5
7. Demonstrate professional work habits, including being present and punctual
1 2 3 4 5

II. Knowledge of and commitment to social work values

When evaluating this area please consider the student's ability to:

1. Appraise ethical principles found in the NASW Code of Ethics
1 2 3 4 5
2. Assess details associated with ethical principles
1 2 3 4 5

3. Apply NASW ethical standards to field practice

1 2 3 4 5

4. Distinguish rural, practice-related, ethical dilemmas verbally and in writing

1 2 3 4 5

5. Manage ethical dilemmas presented within field practice

1 2 3 4 5

III. Agency/Organization Structure & Function

When evaluating this area please consider the student's ability to:

1. Describe the agency/organization history, mission, philosophy, and funding streams

1 2 3 4 5

2. Understand the organizational dynamics & how leadership functions within the field setting

1 2 3 4 5

3. Understand, use and impact agency policies and procedures on behalf of client systems

1 2 3 4 5

4. Know about the population the agency/organization serves and eligibility criteria

1 2 3 4 5

5. Discuss the agency's role in serving a rural environment

1 2 3 4 5

8. Identify and perform the roles of social workers within the agency/organization

1 2 3 4 5

9. Know and interact with other organizations that interface with the field agency (i.e.: referral source, contract agency, member of inter-agency coalition, etc.)

1 2 3 4 5

IV. Community and Environment

When evaluating this area please consider the student's ability to:

1. Understand the cultural, economic, political, and historical influences on the community

1 2 3 4 5

2. Know and use community resources

1 2 3 4 5

3. Differentiate the impact of providing services in a rural area

1 2 3 4 5

Objectives V to VIII demonstrate the ability to use the generalist practice/intervention skills necessary for working with a wide range of client/target systems as reflected in the student's learning contract

(*Please note that client/target systems must include individuals, families, groups, organizations, and/or communities)

V. Engagement Skills (with individuals, groups, families, organizations and communities)

When evaluating this area please consider the student's ability to:

1. Identify the client/target system and engage to determine its needs

1 2 3 4 5

2. Convey positive regard, empathy and nonjudgmental attitude in relating to the client/target system

1 2 3 4 5

3. Demonstrate genuine concern and active listening skills in relating to the client/target system

1 2 3 4 5

4. Choose, with the client/target system, the goals for change, given the agency context

1 2 3 4 5

VI. Assessment Skills (with individuals, groups, families, organizations, and communities)

When evaluating this area please consider the student's ability to:

1. Identify the client/target system's, worker's & relevant other's perceptions of the presenting problem/issue/concern

1 2 3 4 5

2. Identify demographic information related to the client/target system's situation

1 2 3 4 5

3. Gather data on the history of the presenting problem/issue/concern

1 2 3 4 5

4. Identify the processes impacting on the client/target system (e.g. socio-cultural, economic, historical, environmental, political, educational, religious, medical/physical, psychological and emotional as they relate to individuals, families, groups, organizations, and communities)

1 2 3 4 5

5. Identify client/target system strengths & limitations, including available support systems

1 2 3 4 5

VII. Implementing and Evaluating Intervention Skills (with individuals, families, groups, organizations, and communities)

When evaluating this area please consider the student's ability to:

1. Design goals with the client/target system

1 2 3 4 5

2. Appraise the merits of a range of generalist intervention strategies based on empirical and theoretical knowledge

1 2 3 4 5

3. Prepare an evidenced-based intervention strategy and provide rationale for the choice

1 2 3 4 5

4. Manage evidence-based intervention strategies with client/target systems to achieve identified goal(s)

1 2 3 4 5

5. Use appropriate measures to monitor and evaluate client/target system progress on outcome goals

1 2 3 4 5

6. Analyze data to revise strategies and provide feedback to client/target systems on progress

1 2 3 4 5

7. Plan appropriate termination and follow-up with client/target system

1 2 3 4 5

VIII. Documentation and Communication Skills

When evaluating this area please consider the student's ability to:

- 1. Demonstrate ability to maintain documentation in accordance with agency/organization's standards
1 2 3 4 5
- 2. Demonstrate effective verbal and written communication skills
1 2 3 4 5

IX. Research Methodology Within The Rural Environment

When evaluating this area please consider the student's ability to:

- 1. Apply quantitative and qualitative methodologies in understanding research findings relevant to advanced generalist rural practice
1. 2 3 4 5
- 2. Use principles of research for assessing and adding to the knowledge base of social work practice in your practicum setting
1 2 3 4 5
- 3. Evaluate practice and programs, includes single system design and outcomes evaluation
1 2 3 4 5

X. Generalist Social Work Skills In Working With Specific Rural Populations (Identify populations:)

When evaluating this area please consider the student's ability to:

- 1. Critically analyze current issues, trends and dilemmas, which exist in the delivery of services to each of the identified populations
1 2 3 4 5
- 2. Describe the major service systems that serve the populations, the roles they play, and the major tasks they perform as they relate to each population
1 2 3 4 5
- 3. Differentially apply appropriate techniques and methods, and address environmental challenges facing each population
1 2 3 4 5
- 4. Demonstrate advanced generalist social work skills in relating to human diversity and work to promote social and economic justice for the rural population
1 2 3 4 5

6-B. EVALUATION OF STUDENT FIELD PERFORMANCE

CALIFORNIA UNIVERSITY OF PENNSYLVANIA
MSW Program

ADVANCED FIELD PERFORMANCE EVALUATION FORM
___SWK 829 ___SWK 830

Name: _____

Midterm Review Date: _____ Final Review Date: _____ Year Expected to Graduate: _____

Field Agency: _____

Field Instructor: _____ Position: _____

Phone #: _____

Faculty Liaison: _____

Field Placement beginning date: _____ Ending date: _____

INSTRUCTIONS FOR COMPLETING:

Please use this form for both midterm and final evaluation.

Forward a copy (not the original) of the midterm evaluation to the faculty liaison. Keep the original of the midterm evaluation form until the final evaluation has been completed. At the end of the placement provide both originals before submitting the final completed evaluation. Please use the space provided to give specific feedback in the areas of learning as they relate to the individual student. A balanced evaluation will include areas of strengths as well as areas, which need continued improvement or development. Please reflect on the progress made in accomplishing the learning objectives and on the specific activities identified in the student's individual learning contract as they relate to the outcome areas.

Ratings

Please use the following rating scale to evaluate the quality of the student’s performance in relation to the outcome areas:

- 1= Unacceptable:** indicates that the student’s performance is clearly well below minimal standards that would be expected at the point in which they are being evaluated.
- 2= Marginal:** indicates that improvement is necessary to meet the basic standards for an entry level masters social worker
- 3= Acceptable:** indicates an acceptable/satisfactory level of performance
- 4= Very Good:** indicates above average performance
- 5= Outstanding:** indicates performance that is superior and consistently exceeds basic standards for an entry level master of social work student

Summary Section

The final section provides a summary of overall performance for this field placement. Feel free to address any areas that have not sufficiently been covered in other sections of the evaluation form. You may attach your own narrative if additional space is needed.

Use of Evaluation Form For First Year Practicum and Advanced Practicum

This evaluation form has been developed to evaluate advanced generalist practice at the master’s level for both first year (foundation year) practicums, as well as for second year-advanced practicum. In completing the evaluation please refer to the student’s learning contract. This should reflect the outcome objectives listed in this form, which have been applied to the individual student and field setting. **For the advanced practicum**, the evaluation should reflect the student’s ability to apply advanced generalist practice skills at the chosen agency and in the population concentration, which was identified in the learning contract.

EVALUATION OF STUDENT FIELD PERFORMANCE

I. Professional self

When evaluating this area please consider the student’s ability to:

- 1. Demonstrate practice adhering to professional values and ethics as reflected in the NASW Code of Ethics
1 2 3 4 5
- 2. Demonstrate awareness of and respect for individual and cultural diversity in all areas of practice
1 2 3 4 5
- 3. Assess and act ameliorate forms of oppression as they impact client systems
1 2 3 4 5
- 4. Critically evaluate one’s own generalist practice and integrate feedback from supervision
1 2 3 4 5

5. Demonstrate awareness of self, one's own needs, feelings and biases

1 2 3 4 5

6. Establish constructive professional relationships with clients/target systems, community members, agency staff, including social work professionals and professionals from other disciplines

1 2 3 4 5

7. Demonstrate professional work habits, including being present and punctual

1 2 3 4 5

II. Knowledge of and commitment to social work values

When evaluating this area please consider the student's ability to:

1. Assess ethical principles found in the NASW Code of Ethics

1 2 3 4 5

2. Assess details associated with ethical principles

1 2 3 4 5

3. Apply NASW ethical standards to field practice

1 2 3 4 5

4. Judge rural, practice-related, ethical dilemmas verbally and in writing

1 2 3 4 5

5. Manage ethical dilemmas presented within field practice

1 2 3 4 5

III. Agency/Organization Structure & Function

When evaluating this area please consider the student's ability to:

1. Appraise the agency/organization history, mission, philosophy, and funding streams

1 2 3 4 5

2. Distinguish the organizational dynamics & how leadership functions within the field setting

1 2 3 4 5

3. Interpret and impact agency policies and procedures on behalf of client systems

1 2 3 4 5

4. Appraise the population the agency/organization serves and eligibility criteria

1 2 3 4 5

5. Assess the agency's role in serving a rural environment

1 2 3 4 5

6. Demonstrate and perform the roles of social workers within the agency/organization

1 2 3 4 5

7. Appraise and interact with other organizations that interface with the field agency (i.e.: referral source, contract agency, member of inter-agency coalition, etc.)

1 2 3 4 5

IV. Community and Environment

When evaluating this area please consider the student's ability to:

1. Analyze the cultural, economic, political, and historical influences on the community

1 2 3 4 5

2. Use community resources

1 2 3 4 5

3. Appraise the impact of providing services in a rural area

1 2 3 4 5

Objectives V to VIII demonstrate the ability to use the advanced generalist practice/intervention skills necessary for working with a wide range of client/target systems as reflected in the student's learning contract

(*Please note that client/target systems must include individuals, families, groups, organizations, and/or communities)

V. Engagement Skills (with individuals, groups, families, organizations and communities)

When evaluating this area please consider the student's ability to:

1. Use engagement skills to determine its needs

1 2 3 4 5

2. Apply positive regard, empathy and nonjudgmental attitude in relating to the client/target system

1 2 3 4 5

3. Demonstrate genuine concern and active listening skills in relating to the client/target system

1 2 3 4 5

4. Distinguish with the client/target system, the goals for change, given the agency context

1 2 3 4 5

VI. Assessment Skills (with individuals, groups, families, organizations, and communities)

When evaluating this area please consider the student's ability to:

1. Assess the client/target system's, worker's & relevant other's perceptions of the presenting problem/issue/concern

1 2 3 4 5

2. Assess demographic information related to the client/target system's situation

1 2 3 4 5

3. Collect data on the history of the presenting problem/issue/concern

1 2 3 4 5

4. Appraise the processes impacting on the client/target system (e.g. socio-cultural, economic, historical, environmental, political, educational, religious, medical/physical, psychological and emotional as they relate to individuals, families, groups, organizations, and communities)

1 2 3 4 5

5. Assess client/target system strengths & limitations, including available support systems

1 2 3 4 5

VII. Implementing and Evaluating Intervention Skills (with individuals, families, groups, organizations, and communities)

When evaluating this area please consider the student's ability to:

1. Construct goals with the client/target system

1 2 3 4 5

2. Differentiate the merits of a range of generalist intervention strategies based on empirical and theoretical knowledge

1 2 3 4 5

3. Execute an evidenced-based intervention strategy and provide rationale for the choice

1 2 3 4 5

4. Manage evidence-based intervention strategies with client/target systems to achieve identified goal(s)

1 2 3 4 5

5. Generate advanced appropriate measures to monitor and evaluate client/target system progress on outcome goals

1 2 3 4 5

6. Assess advanced data to revise strategies and provide feedback to client/target systems on progress

1 2 3 4 5

7. Implement advanced appropriate termination and follow-up with client/target system

1 2 3 4 5

VIII. Documentation and Communication Skills

When evaluating this area please consider the student's ability to:

1. Manage documentation in accordance with agency/organization's standards

1 2 3 4 5

2. Demonstrate effective verbal and written communication skills

1 2 3 4 5

IX. Research Methodology Within The Rural Environment

When evaluating this area please consider the student's ability to:

1. Apply quantitative and qualitative methodologies in understanding research findings relevant to advanced generalist rural practice

1 2 3 4 5

2. Use principles of research for assessing and adding to the knowledge base of social work practice in your practicum setting

1 2 3 4 5

3. Evaluate practice and programs, includes single system design and outcomes evaluation

1 2 3 4 5

X. Advanced Generalist Social Work Skills In Working With Specific Rural Populations

(Identify populations:)

When evaluating this area please consider the student's ability to:

1. Categorize current issues, trends and dilemmas, which exist in the delivery of services to each of the identified populations

1 2 3 4 5

2. Appraise the major service systems that serve the populations, the roles they play, and the major tasks they perform as they relate to each population

1 2 3 4 5

3. Use appropriate techniques and methods, and address environmental challenges facing each population

1 2 3 4 5

4. Manage advanced generalist social work skills in relating to human diversity and work to promote social and economic justice for the rural population

1 2 3 4 5

5. Demonstrate working relationships with the network of community resources that serve rural populations

1 2 3 4 5

6. Apply relevant research into your advanced generalist practice with each population

1 2 3 4 5

FINAL EVALUATION

Summary:

Goals:

Field Instructor

Date

I (agree) (disagree) with the contents of this evaluation.

Student

Date

All students must sign the evaluation to indicate they have read the evaluation. Signature does not necessarily imply agreement with the contents. Students who disagree with the evaluation may attach a response sheet.

6-B. Student Evaluation of Field Agency

Please circle the appropriate number on the scale for each item and record your answers to the open-ended questions. Use the reverse side of the sheet for any additional comments.

Use the following scale: (0) = N/A; (1) = Low; (2) = Slightly Moderate; (3) = Moderate; (4) = Slightly High; (5) = High

- 1. The receptivity of the agency to students
0 1 2 3 4 5

- 2. The innovativeness of the agency for involving students
in services
0 1 2 3 4 5

- 3. The competence level of the agency social work staff
0 1 2 3 4 5

- 4. The flexibility of the agency (rules, structures, etc.)
0 1 2 3 4 5

- 5. The physical setting of the agency
0 1 2 3 4 5

- 6. The openness of the agency to examination by the student
0 1 2 3 4 5

- 7. The accessibility of the resources of the agency to the student
0 1 2 3 4 5

- 8. The availability of a variety of professionals for learning
0 1 2 3 4 5

- 9. The ability of the agency to provide a range of learning experiences
0 1 2 3 4 5

10. Would you want to work in this agency? _____ Why or why not? ____

11. Would you recommend this placement to another social work student? ____

12. If no, why or why not?

GENERAL REACTIONS

1. Identify three of your most productive and interesting learning experiences.

2. Identify any obstructions or problems that interfered with your learning.

3. Provide your overall reaction of the field instructor – his/her style of instruction, level of relationship with the student, etc.

4. Provide your overall reaction to the agency setting – general skill level of the overall staff, level of services offered, etc.

COMMENTS:

(Student's Signature)

(Date)

6-C. STUDENT EVALUATION OF THE FIELD INSTRUCTOR

- 1. The receptivity of the agency to students
0 1 2 3 4 5

- 2. The innovativeness of the agency for involving students in services
0 1 2 3 4 5

- 3. The competence level of the agency social work staff
0 1 2 3 4 5

- 4. The flexibility of the agency (rules, structures, etc.)
0 1 2 3 4 5

- 5. The physical setting of the agency
0 1 2 3 4 5

- 6. The openness of the agency to examination by the student
0 1 2 3 4 5

- 7. The accessibility of the resources of the agency to the student
0 1 2 3 4 5

- 8. The availability of a variety of professionals for learning
0 1 2 3 4 5

- 9. The ability of the agency to provide a range of learning experiences
0 1 2 3 4 5

- 10. Would you want to work in this agency? _____ Why or why not/ _____

- 11. Would you recommend this placement to another social work student? _____ If not,
why or why not? _____

6-D. STUDENT EVALUATION OF FIELD FACULTY

Faculty Liaison: _____

Please circle the appropriate number on the scale for each item and record your answers to the open-ended questions. Use the reverse side of the sheet for any additional comments.

Use the following scale: (0) = N/A; (1) = Low; (2) = Slightly Moderate; (3) = Moderate; (4) = Slightly High; (5) = High

1. My liaison was helpful to me in the preparation of my learning contract.
0 1 2 3 4 5

2. My involvement in contracted activities was discussed during scheduled visits through one-to-one contacts with me
0 1 2 3 4 5

3. Discussions were conducted separately with my field instructor concerning my performance
0 1 2 3 4 5

4. Joint discussions with my liaison and field instructor were conducted during each liaison visit.
0 1 2 3 4 5

5. My liaison provided needed educational and/or emotional support during my placement.
0 1 2 3 4 5

6. I felt that my liaison was genuinely interested in my growth as a professional.
0 1 2 3 4 5

7. I felt supported and in touch with the school during my liaison's visits.
0 1 2 3 4 5

8. My liaison appeared to be knowledgeable about my placement setting.
0 1 2 3 4 5

9. I felt threatened by my liaison's visits.
0 1 2 3 4 5

8. My liaison helped to resolve conflicts that arose during my placement.
0 1 2 3 4 5

11. The total number of on-site-visits by my liaison during my placement were.
0 1 2 3 4 5

12. The total number of telephone contacts with my liaison during my placement were.
0 1 2 3 4 5

6-E. Student Evaluation of Field Coordination

Please circle the appropriate number on the scale for each item and record your answers to the open-ended questions. Use the reverse side of the sheet for any additional comments.

Use the following scale: (0) = N/A; (1) = Low; (2) = Slightly Moderate; (3) = Moderate; (4) = Slightly High; (5) = High

1. Details and materials of pre-orientation meeting

0 1 2 3 4 5

2. Organization and clarity of pre-orientation presentation

0 1 2 3 4 5

3. Helpfulness of planning/ selection meeting with coordinator

0 1 2 3 4 5

4. Guidance and support of coordinator in placement and selection

0 1 2 3 4 5

5. Availability of coordinator for follow up

0 1 2 3 4 5

6. Timeliness of coordinator contacts regarding forms

0 1 2 3 4 5

7. Overall evaluation of field coordination process

0 1 2 3 4 5

Comments: (Use other side if necessary)

6F

Field Coordination and Faculty Liaison

Faculty Liaison _____ Date _____

Please circle the appropriate number on the scale for each item and record your answers to the open-ended questions. Use the reverse side of the sheet for and additional comments. Use the following scale: (0) = Unable to rate; (1) = Poor; (2) = Fair; (3) = Good; (4) = Very Good; (5) = Excellent

I. Faculty Liaison Role

1. Advanced sharing of timetable for seminars, evaluations, etc.

0 1 2 3 4 5

2. Role clarification for agency, student, and school

0 1 2 3 4 5

3. Support for supervisor's role as field instructor

0 1 2 3 4 5

4. Preparation for agency conferences and meetings

0 1 2 3 4 5

5. Sensitivity to agency resources and structure

0 1 2 3 4 5

6. Consideration and respect for agency routines

0 1 2 3 4 5

7. Timely scheduling (rescheduling) and prompt arrival for field visits.

0 1 2 3 4 5

8. Assistance in enhancing student learning

0 1 2 3 4 5

9. Overall faculty liaison role

0 1 2 3 4 5

**Field Instructor Evaluation of
Field Coordination and Faculty Liaison**

II. Field Coordination

1. Planning and placement arrangements with agency

0 1 2 3 4 5

2. Preparation of supervisor for field instructor's role

0 1 2 3 4 5

3. Timeliness and adequacy of contacts

0 1 2 3 4 5

4. Availability and responsiveness for problem-solving where needed

0 1 2 3 4 5

5. Openness and directness of communication

0 1 2 3 4 5

6. Involvement of agency in setting up student learning objectives

0 1 2 3 4 5

7. Overall field coordination process

0 1 2 3 4 5

Comments: (Use other side if necessary)

7

Instructions for CalU IPT Software for Practicum --- FIELD INSTRUCTORS

CalU's Social Work Department has invested in software that allows the Department to create data bases and collect evaluations on the program online. Below are instructions on how to log into the website, complete database information and complete evaluations. Please do not hesitate to call Sheri Boyle at 724-938-5988 or email me boyle@calu.edu with any questions. In order to access the information you just need internet access.

The home page is: www.runipt.com

The IPT program automatically assigns you a username & password. This is the username & password I email to you. The first thing you will do is assign yourself a new username & password.

1. Go to the homepage at www.runipt.com
2. For organization ID type: calusw
3. Use your assigned username & password. Then follow the instructions to change your username & password. PLEASE WRITE THIS DOWN FOR YOURSELF, AS THE PROGRAM DOESN'T SAVE THE INFORMATION. You will then log into the system using the new username & password.
4. Click on "FIELD INSTRUCTOR DETAIL" and please edit/add any demographic information. CLICK THE **SAVE BUTTON**.
5. If you go back to HOME and click on MY FORMS, the BSW Final Evaluation should be there for you to complete

INSTRUCTIONS ON COMPLETING THE STUDENT EVALUATION.

1. Once you are logged into the system, click on "MY FORMS" on the left hand side.
2. You will then see a MSW Foundation or Advanced Evaluation with your current student's name. Click on "VIEW" and that will upload the document for you.
3. The evaluation is a likert scale and you pick the number by clicking on the box next to the question, and picking the correct number for that question.
4. Complete the evaluation.
5. SIGN (type your name & date) and SAVE the document.
6. ONCE YOU SIGN THE EVALUATION ON LINE, YOU WILL NOT BE ABLE TO CHANGE THE ANSWERS.

It is my recommendation that you print out a blank evaluation, fill it out in pencil, then review with the student OR you may review the evaluation online and not sign it until it has been reviewed by you and the student. Once you have come to some agreement on the evaluation, then submit answers online and sign **and SAVE BUTTON**. Your signature and the SAVE Button automatically submits the form to our database.

7. The student will then have access to the document and will sign the document. The student does not have the capability to change any of the answers.

8 SAMPLE-MODEL ORIENTATION CHECKLIST FOR MSW FIELD STUDENTS

Please date each item as it is reviewed/completed.

- _____ Organizational chart of agency
- _____ Mission Statement
- _____ Overview of agency treatment/service components, brochures
- _____ Other agency sites: arrange visits
- _____ List of staff/credentials/titles/phone extensions
- _____ Scheduling interviews with agency staff, directors of agency programs
- _____ Descriptions and schedules of groups offered at the agency
- _____ Meetings: purposes, formats, locations and times, ie: staff meetings, case conferences
- _____ Policies & Procedures (include specifics and/or references to where to locate information in the Policies & Procedures Manual)
- _____ Duty to warn
- _____ Child abuse reporting procedure
- _____ How to make a referral: within agency, outside agency, identify specific agencies
- _____ Confidentiality regulations and use of appropriate consent for information release forms
- _____ NASW Code of Ethics
- _____ Forms used by the agency: assessment forms, progress notes, release of information forms, insurance forms, billing forms, etc. and where to locate them
- _____ Documentation: chart orders, progress notes, treatment plans, writing letters
- _____ List of community resources/Referral sources
- _____ Dress Code
- _____ Sign In Sheet
- _____ Use of phones, fax machine, copy machine, computers, shredder
- _____ Physical space: Office, Restrooms, Mailbox, Phone messages, Lunchroom, Parking

- _____ Security/ locking up
- _____ Supplies: where to find
- _____ Coffee Fund
- _____ Plan for weekly supervision
- _____ Educational assessment/tools (experience, learning style, etc.)
- _____ Educational learning tools (journal, process recording)
- _____ Learning Contract
- _____ Articles: Provide a bibliography and where to locate or provide a copy of the actual article. Include articles specific to population served, agency principles, cultural competence, interventions, etc.
- _____ Glossary of abbreviations/terms frequently used at the agency (TQM, JCAHO, OASAS).

Suggestions for Developing an Orientation Manual for Interns

1. Developing an orientation manual is an excellent way to tune into what information the student needs. It provides organization and also provides a reference manual. Field instructors can refer students to read the manual ahead of time for nut and bolt information then review information under supervision to allow for any questions. This will save time and provide clarity for present and future students.
2. The above checklist may provide suggested items that can be placed in an orientation manual for student reference. Keep in mind the essentials of your setting.
3. A 3-ring binder with dividers provides an excellent format. Tabs can be made for sections: i.e: Organizational Structure, Services, Policies, Procedures, Forms, Articles, etc.
4. If you do not already have a manual, your student can help you develop one. As you review the materials, forms, resource lists, etc., you and the student can include a copy of the materials in the binder. Ask students to take notes on protocols or procedures that have not been documented and write them down for inclusion in the manual. By reviewing what they have compiled in the binder you can also evaluate their communication, organizational and writing skills.
5. Once a manual has been developed it can be easily updated as agency forms change or new policies are made.

9 (For Field Instructors)

GUIDELINES FOR PRACTICUM MATCHING INTERVIEWS

Student/field instructor matching interviews provide a unique opportunity to clarify expectations, needs and opportunities for both students and field instructors in the practicum experience. Interviews can take many forms and individual styles can be very different. However, there is a need for objectivity, practicum-related questions, specificity regarding prerequisites, expectations and opportunities, clarity regarding the interview format and outcome, and consistency in the questions that are asked. This will help to ensure fairness during the interviews. The student selection process can work well and facilitate an optimum match of student expectations, needs and experiences and field instructor/agency expectations, needs and experiences. We hope that these guidelines will be helpful to you in beginning a meaningful and mutually satisfying student/field instructor relationship.

It is recommended that a clear outline for the interview be followed. When the interview process takes place it is very helpful if students are provided with a description of the student intern position at the field agency, including the skills to be developed, the activities to be performed and the specific criteria for selection, if any are required.

It is important to have a clear outcome at the completion of the interview process.

Was the student accepted, if so, why?

Was the student rejected for this placement, if so, why?

Students are generally quite interested in whether they were accepted by a particular setting/field educator. They may request feedback regarding non-acceptance so they can use this information to better plan for future interviews.

SAMPLE QUESTIONS TO ASK STUDENTS IN INTERVIEWS

1. What are you looking for in terms of: learning opportunities and supervisory style?
2. What have you found particularly helpful, or not helpful, in supervisory or learning relationships in the past?
3. What might your field instructor do that you would find conducive to your learning?
What would you probably find negative?
4. What learning objectives have you developed so far for the upcoming practicum?
What do you know, or what have you heard about the agency that would help you to meet some of these objectives?
5. How do you deal with problems when they arise? For example, how do you think you would handle problems in the student/field instructor relationship? How would you respond if you found that the learning opportunities were not meeting your needs?
How could the practicum help you deal with these types of problems?

6. What have you found to be your strengths and weaknesses when working with others on a team?
7. What has your experience been in working with people in authority? What kinds of positive experiences have you had? What difficulties have you experienced?
8. Do you have any ideas about how you learn best? For example, are you more comfortable with putting a lot of thought into a new situation before you must deal with it? Or, are you more comfortable with acting spontaneously in a new situation and then reflecting on the situation in more detail afterwards?

10 Social Work Field Education-California University of Pennsylvania Student Agreement

As an enrolled student in the Social Work Department at California university of Pennsylvania, I agree to the following stipulations regarding academic, credit-bearing internships.

1. It is my responsibility to follow the Social Work Department's procedures in securing my practicum assignment.
2. It is my responsibility to file all required paperwork as required by the University and the Social Work Department in order to schedule the appropriate credit for my practicum. I will adhere to all posted deadlines.
3. Approval of the social work practicum for academics credit is contingent on the approval of the Social Work Department.
4. I understand that I must have a minimum of 2.5 GPA in social work courses as an undergraduate and a 3.0 GPA as a graduate student to participate in a social work practicum. ***If my GPA is below the minimum at the time of the application, my application will be held until the current terms grades are computed and I have achieved the required GPA.***
5. Because social work practicums are designed for social work majors, I will meet all of the Social Work department's prerequisites prior to the social work practicum semester including the GPA standard.
6. I will obtain all of the required documentation that is required by the Social Work Department and/or site to participate in the social work practicum. This includes a criminal background check, a child abuse clearance and professional liability insurance and may require other documents as required by an agency.
7. I understand that my acceptance in the social work practicum placement may be contingent on my ability to meet site selection criteria such as interview, pre-employment testing, background check, substance abuse screening, and any other agency requirements.
8. I will be responsible for the tuition fee (based on the number of credits) and all associated fees for the social work practicum.
9. I will submit all reports and communicate with my field faculty liaison according to the prearranged schedule as outlined in the syllabus. I will inform my field faculty liaison of any changes to my approved social work practicum acceptance form. Additionally, I will report any significant problems that I may encounter at the social work practicum site to my field faculty liaison.
10. I understand the social work practicum hours will take place during an academic semester. Any hours that I put in outside of the regularly scheduled academic term must be pre-approved during the application process (see items 2 & 3 above).
11. I understand that my MSW/or BSW field instructor will have the primary responsibility for determining the daily tasks and assignments as agreed upon in the approved learning contract and educational plan associated with my social work practicum.
12. I will adhere to the professional standards at the internship site. These may include but are not limited to: the NASW Professional Code of Ethics, attendance, punctuality, workplace ethics, professional decorum, dress codes, confidentiality, sexual harassment, proprietary information and others. I will consult with my MSW/BSW field instructor about these issues.

13. I understand and acknowledge that both the Social Work Department faculty and the agency have the right to suspend a student from the practicum for reasons of health, unsatisfactory performance or other reasonable cause. Such actions may be taken only after prior consultation between the agency and the school. Suspended students will be referred to the Faculty Practicum Committee, MSW Program Director and/or BSW Program/Chair and the Faculty Field Liaison.
14. I understand that this is not a contract and that the university reserves the right to unilaterally modify its academic programs.

I understand that I may be dismissed from the program for poor academic performance and/or due to unprofessional behavior. Examples of poor academic performance and unprofessional behavior include the following:

15. Poor Academic Performance: I can be academically dismissed from the program if I do not meet the grade requirements, or if I fail to demonstrate that grade deficiencies can be corrected within a reasonable time, or if I participate in academic misconduct. Furthermore, I understand that plagiarism falls into this category and it is unethical, unprofessional and a violation of the university's academic misconduct policy. Plagiarism includes but is not limited to copying others' work and claiming it as your own, failing to use citations properly, cheating on tests and homework assignments, and copying or purchasing papers from the internet or other sources.
16. Chronic Absenteeism: I can be dismissed from the program if I have a pattern of unexcused absences that makes effective learning and discharge of responsibilities impossible. This pertains to both the classroom and field practicum.
17. Unprofessional Behavior: I can be dismissed from the program if my behavior violates the NASW Code of Ethics. Examples would be, but are not limited to: misrepresenting my qualifications, exploiting professional relationships, or if I fail to treat my peers, agency staff, or faculty with respect, courtesy, fairness and good faith.
18. Persistent Ineffectiveness with Clients: I can be dismissed from the program if I do not demonstrate minimal levels of effective performance and give no evidence of progress in working with clients. Ineffectiveness may also include violation of practicum agency policy, emotional immaturity, personal prejudice, resistance to learning or inability to complete assigned tasks, and/or a persistent problem in mastering necessary skills for interpersonal helping.
Behavior Damaging to Clients: I can be dismissed from the program if I demonstrate habitual hostility, make disparaging remarks, violate client confidentiality, ridicule clients, violate client civil or legal rights, or other related behaviors which do not change in response to warnings or efforts at remediation.

Student Signature

Date

11 Practicum Learning Contract Format & Learning Plan

The students/ agency learning contract must be typed and must include all of the following in order (as shown):

1. The student's name, address and telephone number (both local and permanent).
2. The practicum agency's name, address, telephone number(s), and fax number(s).
3. The MSW Field Instructor's name and telephone number. If applicable, also include the name and telephone number of the Task Supervisor.
4. The name of the CALU Department of Social Work Faculty Liaison.
5. Time frame of the placement, i.e., total practicum hours, dates, of overall placement (beginning and end dates). Also include the schedule and location(s) of student assignments.
6. Agency resources made available to the student, e.g., office space, telephone, computer access, accessibility of other staff, clerical support, etc.
7. Travel requirements and reimbursement availability to the student.
8. Documented due dates for the Mid-Term and Final Evaluations (include the name of the person responsible for submission).
9. Documented scheduling plans for the structured mandatory student/MSW Field Instructor supervisory conferences (minimum time is one (1) hour per week).
10. Anticipated tasks, proposed number of clients and/or cases with which the student will be involved.
11. Knowledge and skills required by the student to fulfill practicum design in alignment with agency intent.
12. Actions and tasks which will enable the student to achieve the specified goals in the Educational Plan.
13. Student's perceptions of his/her strengths, abilities and aspects (personal & professional) that require further development.
14. Student's expectations of the agency and practicum objectives.
15. Agency's expectations of the student while on practicum.
16. A formal statement indicating that all parties signing the contract agree with the practicum proposal and agree to abide by the National Association of Social Workers' Code of Ethics.
17. A signature section including a dated signature line for the Student, the MSW Field Instructor, the Faculty Liaison and the Agency Director (if applicable).
18. Attachment of the Educational Plan.

Key Points and Working Definitions for Developing an Educational Plan

The Educational Plan is not a detailed description of all that you do in the field setting. It should be seen as an overview that defines educational intents, desired outcomes, means employed to accomplish outcomes, assessing educational intents, and to what extent you were successful in meeting your educational intents. A minimum of three Educational Goals must be developed under the three categories (micro-mezzo-macro).

The Plan must be cited in the Learning Contract.

As you move from left to right of the Educational Plan, there must be clear linkages between the topic headings.

Other experiences are experiences which are combinations of two or more categories or are experiences beyond the types.

Educational Goal: An inclusive statement of what you intend to learn during or by the completion of the field experience. Broad

Objective: An outcome(s) that describes what it is to be done to meet the educational intent. Specific

Task: Specific action of interventions required for meeting the objective. Process

Method: A description of what you will do to determine the extent to which the educational intent was met. Evaluative Task

Measurement: How will you know the educational intent was accomplished? What followings are examples: a completion time requirement; number or percent of completion or successful completion; a quality rating; an accuracy rating; results of a feedback or evaluation (written or verbal); etc.

**CALIFORNIA UNIVERSITY OF PENNSYLVANIA
DEPARTMENT OF SOCIAL WORK
MACRO LEVEL PRACTICUM TASK SUGGESTIONS**

1. Develop or update a community resource guide.
2. Organize a task force to address a community problem common to a client group.
3. Develop and/or implement a school based intervention addressing a problem that is having a negative impact on student functioning.
4. Locate a law/policy that forms the basis of an agency's overall mission or some specific agency function.
5. Develop and/or conduct a training for agency staff and/or others who work with agency staff (e.g.: volunteers, staff from related agencies, etc.)
6. Design and/or conduct a needs assessment study.
7. Design and/or conduct a demographic study.
8. Design and/or conduct a utilization study.
9. Design and/or conduct a client satisfaction study.
10. Design and/or conduct a program evaluation.
11. Contact and work with federal, state, and/or local legislators regarding a problem or issue relevant to the agency, to a specific client group, or to the community in which the agency is located.
12. Draft implementing regulations for a specific policy or law that needs to be integrated into agency function.
13. Describe the structure and function of a specific agency that the placement agency works closely with. (*This is especially helpful when there is confusion about boundaries and/or roles.)
14. Write a grant for funding for a new (or existing) agency program.
15. Organize and/or conduct a town meeting with a specific population relevant to the agency.
16. Attend a local school board and/or town council meeting and summarize the information obtained for agency staff.

17. Present something approved by the agency at the school board and/or town council meeting.
18. Identify obstacles and barriers to service utilization.
19. Develop an orientation program and/or orientation materials for agency staff or for clients/family members of clients new to the agency.
20. Develop a quality assurance program or some specific aspect of a quality assurance program.
21. Analyze a specific policy change and prepare a training for staff so that they will understand the history and purpose of the change.
22. Draft a policy change that is needed at the agency and/or societal level.
23. Prepare a problem-solving proposal for administration (problem—history of problem proposed solutions—potential costs/risks/benefits of each proposed solution).
24. Develop a new program or new program component for the agency.
25. Develop an agency or community newsletter or a specific article for an existing agency/community newsletter.

Foundation Practicum Educational Plan

2011-2012

Competency	Practice Behavior	Projected Date Accomplished	Method & Measurement Criteria for Goal Attainment	Completion Date
Develop a professional self as a Generalist social worker	<ul style="list-style-type: none"> • Advocate for client access to the services; • Practice personal reflection & self-correction to assure continual professional development; • Attend to professional roles & boundaries; • Demonstrate professional demeanor in behavior, appearance, & communication; • Engage in career-long learning; • Use supervision & consultation. 		<p><i>(SAMPLE IDEAS FOR ASSIGNMENTS & MEASUREMENT)</i></p> <p>1-2 process recordings reviewed in supervision. Mid-term & final Evaluation Attend In service, on-site or off-site educational conferences/meetings Supervision Sessions on log/time sheets</p>	
Apply critical thinking to inform & communicate professional judgments.	<ul style="list-style-type: none"> • Distinguish, appraise, & integrate multiple sources of knowledge, including research-based knowledge, & practice wisdom; • Analyze models of assessment; • Analyze models of prevention; • Analyze models of intervention; • Analyze models of evaluation; • Demonstrate effective oral & written communication in working with individuals. 		<p>Case Assessments (psychosocial assessments) Intervention Plans Evaluation Plans Case Notes Weekly Supervision</p>	

California University MSW Field Manual

Competency	Practice Behavior	Projected Date Accomplished	Method & Measurement Criteria for Goal Attainment	Completion Date
Engage diversity & difference in practice.	<ul style="list-style-type: none"> • Recognize the extent to which a culture’s structures & values may oppress, marginalize, alienate, or create or enhance privilege & power; • Gain sufficient self-awareness to eliminate the influence of personal biases & values in working with diverse groups; • Recognize & communicate their understanding of the importance of difference in shaping life experiences; • View themselves as learners & engage those with whom they work as informants. 		Process Recording Weekly Supervision	
Advance human rights & social & economic justice.	<ul style="list-style-type: none"> • Understand the forms & mechanisms of oppression & discrimination; • Advocate for human rights & social & economic justice; • Engage in practices that advance social & economic justice. 		Process Recording Case Assessments Analysis of impact of budget cuts Participation in issue briefs Legislative Advocacy Participation in local or statewide meetings on meeting human needs	
Engage in research-informed practice & practice-informed research.	<ul style="list-style-type: none"> • Use practice experience to inform scientific inquiry; • Use research evidence to inform practice. 		Review of literature on practice methods related to agency Monitoring and Evaluation of practice Weekly Supervision	

California University MSW Field Manual

Competency	Practice Behavior	Projected Date Accomplished	Method & Measurement Criteria for Goal Attainment	Completion Date
Apply knowledge of human behavior & the social environment.	<p>Utilize conceptual frameworks to guide the processes of assessment;</p> <p>Utilize conceptual framework to guide, intervention;</p> <p>Utilize conceptual framework to guide evaluation;</p> <p>Critique and apply knowledge to understand person & environment.</p>		<p>Case Assessment</p> <p>Intervention Planning</p> <p>Evaluation Plans</p> <p>Weekly Supervision</p>	
Respond to contexts that shape practice.	<p>Continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments, & emerging societal trends to provide relevant services;</p> <p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>		<p>Process Recording</p> <p>Case Assessment</p> <p>Intervention Planning</p> <p>Community/Organization Assessment</p> <p>Recommendation/Suggestions for change</p> <p>Participation in Team Meetings</p> <p>Provide an In-Service on related matter</p> <p>Launch new program</p>	

California University MSW Field Manual

Competency	Practice Behavior	Projected Date Accomplished	Method & Measurement Criteria for Goal Attainment	Completion Date
Engage, assess, intervene, & evaluate with individuals	<p>a)Engagement</p> <ul style="list-style-type: none"> • Substantively & affectively prepare for action with individuals; • Use empathy & other interpersonal skills; • Develop a mutually agreed-on focus of work & desired outcomes. <p>b)Assessment</p> <ul style="list-style-type: none"> • Collect, organize, and interpret client data; • Assess client strengths and limitations; • Develop mutually agreed-on intervention goals & objectives; • Select appropriate intervention strategies. <p>c) Intervention</p> <ul style="list-style-type: none"> • Initiate actions to achieve organizational goals; • Implement prevention interventions that enhance client capacities; • Help clients resolve problems; • Negotiate, mediate, advocate for clients; • Facilitate transitions and endings. <p>d) Evaluation</p> <ul style="list-style-type: none"> • Social workers critically analyze, monitor, & evaluate interventions, distinguish, appraise, & integrate multiple sources of knowledge, including research-based knowledge, & practice wisdom; • Analyze models of assessment; • Analyze models of prevention; • Analyze models of intervention; • Analyze models of evaluation; • Demonstrate effective oral & written communication in working. 		Process Recording Case Assessment Intervention Planning Evaluation Plan Weekly Supervision	

Competency	Practice Behavior	Projected Date Accomplished	Method & Measurement Criteria for Goal Attainment	Completion Date
Engage, assess, intervene, & evaluate with families and/or groups	<p>a)-Engagement</p> <ul style="list-style-type: none"> • Substantively & affectively prepare for action with families, groups, • Use empathy and other interpersonal skills; • Develop a mutually agreed-on focus of work & desired outcomes. <p>b)-Assessment</p> <ul style="list-style-type: none"> • Collect, organize, & interpret client data; • Assess client strengths & limitations; • Develop mutually agreed-on intervention goals & objectives; • Select appropriate intervention strategies. <p>c)-Intervention</p> <ul style="list-style-type: none"> • Initiate actions to achieve organizational goals; • Implement prevention interventions that enhance client capacities; • Help groups/families resolve problems; • Negotiate, mediate, & advocate for groups/families; • Facilitate transitions & endings. <p>d)-Evaluation</p> <ul style="list-style-type: none"> • Social workers critically analyze, monitor, & evaluate interventions. 		<p>Process Recording Case Assessment Intervention Planning Evaluation Plan Weekly Supervision</p>	

Competency	Practice Behavior	Projected Date Accomplished	Method & Measurement Criteria for Goal Attainment	Completion Date
Engage, assess, intervene, & evaluate with communities &/or organizations	<p>a)-Engagement Social workers</p> <ul style="list-style-type: none"> • Substantively & affectively prepare for action organizations & communities; • Use empathy & other interpersonal skills; • Develop a mutually agreed-on focus of work & desired outcomes. <p>b)-Assessment Social workers</p> <ul style="list-style-type: none"> • Collect, organize, & interpret client data; • Assess community/organization strengths & limitations; • Develop mutually agreed-on intervention goals & objectives; • Select appropriate intervention strategies. <p>c)-Intervention Social workers</p> <ul style="list-style-type: none"> • Initiate actions to achieve organizational goals; • Implement prevention/interventions that enhance community/capacities; • Help community/organization resolve problems; • Negotiate, mediate, & advocate for community/organization; • Facilitate transitions & endings. 		<p>Process Recording Case Assessment Intervention Planning Evaluation Plan Weekly Supervision</p>	

MSW Field Instructor Signature

Date

Social Work Student Signature

Date

Field Faculty Liaison Signature

Date