Field Education Manual
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Dear Field Instructors, Task Supervisors, and Students:

We are excited to begin this professional partnership between the social work program, the field agencies, and students. West Liberty University has made a commitment to the education and professional training of social workers. Field Education is a critical part of the educational process. In fact, the internship is part of what makes the social work curriculum different from other disciplines.

We have developed this Field Education Manual to assist all parties with understanding the importance of the field components of social work education, the field selection process, expectations of student learning outcomes related to field, and the variety of expectations of the various individuals of the social work program at WLU and also at field agencies. The Social Work program is making great strides in the progress for accreditation; we anticipate a second visit from the CSWE liaison this fall.

Thank you for being part of our program. We appreciate your commitment to the social work profession and to a positive learning experience.

Sincerely,

Sylvia Hawranick Senften, Ed.D., MSW
Social Work Program Director

Brenda Rinkes, MSW
Field Education Coordinator
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PURPOSE OF THE FIELD MANUAL
The purpose of the Field Manual is to explain the roles, responsibilities, rules, policies, procedures, goals, and learning opportunities that form the framework for Field Education. Field Education is an essential component of the West Liberty University BSW Program. In addition, the Manual will help to clarify the coordination and implementation of all aspects of the field placement experience.

DEFINITIONS
Generalist Practice: Generalist practice is based on the baccalaureate social worker’s ability to utilize problem-solving skills to work within various systems, such as individuals, families, groups, organizations, and communities. The generalist operates within a systems perspective and person-in-the-environment framework, sometimes referred to as an ecological model. The generalist may play several roles simultaneously or sequentially depending upon the needs of the client, e.g., facilitator, advocate, educator, broker, enabler, case manager, and mediator. Generalists operate within the ethical guidelines prescribed by the NASW Code of Ethics and must be able to work with clients, coworkers, and colleagues from differing ethnic, cultural, and professional orientations. The knowledge and skills of the generalist are transferable from one setting to another and from one problem or group to another.

Social Work Program - Social Work programs are accredited by the Council on Social Work Education (CSWE). Accreditation assures that the overall curriculum, faculty, institutional supports, and community supports are available to meet the educational needs of students. The Social Work program has submitted the Candidacy Eligibility Form and the draft of Benchmark I as part of the Candidacy process. We anticipate our initial site visit this Fall.

Social Work Program Director: The Social Work Program Director is responsible for initiating all curriculum development, assuring that the Social Work program is compliant with Council on Social Work Education accreditation standards.

Field Education: The Council on Social Work Education (2008) describes field education as the “signature pedagogy” of social work education (p.8). Lee S. Shulman in an article on “Signature pedagogies in the professions” (http://gse.buffalo.edu/gsefiles/documents/about/Signature-pedagogies-in-the-professions.pdf) explains signature pedagogy as the professional preparation for novices to be instructed in critical aspects of their profession in three fundamental dimensions: on how to think, to perform, and to act with integrity. For social work, that happens through a field placement.

Field Placement is the experience in which a student is placed in a social agency under the supervision of a field supervisor to demonstrate the skills and knowledge learned through the social work and liberal arts academic curriculum. The field placement and concurrent field seminar course, combined with a student’s previous classroom
education, should prepare a student to function in any number of social agencies as a
generalist practitioner. Field Placement usually occurs in the student’s last academic
semester, Spring Semester. It requires a minimum of 400 hours at a human services
setting/agency under the supervision of a CSWE social work graduate.

**Field Education Coordinator:** The Field Education Coordinator is the individual assigned
to manage the field education experience. The Field Education Coordinator is
responsible for collaborating on the final grade and for meeting regularly with the
agency field supervisor/task supervisor and student to assess the student's progress in
the field placement.

**Field Supervisor:** The Field Supervisor is usually a paid employee of the agency at which
the student is completing field placement. This individual has either a BSW or MSW
degree. The Field Supervisor is responsible for the student’s day-to-day supervision
during the field placement. S/he designs learning experiences for the student, provides
consultation and advice, and evaluates the student’s performance in the agency. Field
Supervisors meet periodically with the Field Education Coordinator and the student to
assess student progress. When an MSW or BSW is not available, the agency and the
BSW Program will develop a plan for accommodation and supervision of the student.
This is done to assure the student’s assignments have a Social Work focus.

**Task Supervisor:** A Task Supervisor is an employee of a Field Agency who provides day-
to-day supervision of a social work student. A task supervisor provides necessary on-site
administrative supervision when a BSW or MSW is unavailable at a placement site.
Although a student may conceivably have one or more task supervisors, the primary
field supervision responsibility always remains with the field supervisor. A clear
supervision understanding must be in place between the field supervisor and the task
supervisor. It is the responsibility of the Field Education Coordinator to designate task
supervisors. At a minimum, the WLU BSW program expects the Task Supervisors to have
a Bachelor’s degree in a related discipline and a minimum of two years post degree
experience with at least one year of experience with the agency if possible. The Task
Supervisor will assist the Field Supervisor with the learning activities of a student. It is
required that the Task Supervisor has adequate knowledge about the agency and the
work to be accomplished with the agency.

**CSWE Competencies & Practice Behaviors**
The Council on Social Work Education (CSWE) sets educational standards for all
accredited social work programs. The 2008 CSWE Educational and Policy Accreditation
Standard (EPAS) established 10 Core Competencies and 41 Practice Behaviors (expected
learning outcomes) that social work students are expected to meet upon graduation
from an accredited BSW Program.

Professional Social Work Education is competency based education, which focuses on
outcomes of learning. Competency based education concentrates on standards of
student performance in professional functions. Competencies are measurable practice behaviors. Competency based education requires educational goals to be precisely defined, and to have measurable descriptions of knowledge, skills, and behaviors in working with individuals, families, groups, organizations, and communities at the generalist level. Students should acquire these practice behaviors at end of the semester.

Students are expected to demonstrate and achieve core competencies as set forth by the Council of Social Work Education (CSWE). These competencies and accompanying practice behaviors are what guide the students’ learning contract. Below is the list of competencies and practice behaviors.

**Competency 1: Identify as a professional social worker and conduct one’s self accordingly.**

Practice Behaviors:
- a) Advocate for client access to the services of social work
- b) Practice personal reflection and self-correction to assure continual professional development
- c) Attend to professional roles and boundaries
- d) Demonstrate professional demeanor in behavior, appearance, and communication
- e) Engage in career-long learning
- f) Use supervision and consultation

**Competency 2: Apply social work ethical principles to guide professional practice.**

Practice Behaviors:
- a) Recognize and manage personal values in a way that allows professional values to guide practice
- b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles
- c) Tolerate ambiguity in resolving ethical conflicts
- d) Apply strategies of ethical reasoning to arrive at principled decisions

**Competency 3: Apply critical thinking to inform and communicate professional judgments.**

Practice Behaviors:
- a) Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- b) Analyze models of assessment, prevention, intervention, and evaluation
- c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

**Competency 4: Engage diversity and difference in practice.**

Practice Behaviors:
a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
c) Recognize and communicate their understanding of the importance of difference in shaping life experiences
d) View themselves as learners and engage those with whom they work as informants

**Competency 5: Advance human rights and social and economic justice.**

Practice Behaviors:

a) Understand the forms and mechanisms of oppression and discrimination
b) Advocate for human rights and social and economic justice
c) Engage in practices that advance social and economic justice

**Competency 6: Engage in research-informed practice and practice-informed research.**

Practice Behaviors

a) Use practice experience to inform scientific inquiry
b) Use research evidence to inform practice

**Competency 7: Apply knowledge of human behavior and the social environment.**

Practice Behaviors:

a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
b) Critique and apply knowledge to understand person and environment

**Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Practice Behaviors:

a) Analyze formulate and advocate for policies that advance social well-being
b) Collaborate with colleagues and clients for effective policy action

**Competency 9: Respond to contexts that shape practice.**

Practice Behaviors:

a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**Competency 10 (a): Engage with individuals, families, groups, organizations and communities.**

Practice Behaviors:

a) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
b) Use empathy and other interpersonal skills
c) Develop a mutually agreed on focus of work and desired outcomes

**10(b). Competency 10 (b): Assess individuals, families, groups, organizations and communities.**
Practice Behaviors:
a) Collect, organize, and interpret client data
b) Assess client strengths and limitations
c) Develop mutually agreed-on intervention goals and objectives
d) Select appropriate intervention strategies

10(c). Competency 10 (c): Intervene with individuals, families, groups, organizations, and communities.
Practice Behaviors:
a) Initiate actions to achieve organizational goals
b) Implement prevention interventions that enhance client capacities
c) Help clients resolve problems
d) Negotiate, mediate, and advocate for clients
e) Facilitate transitions and endings

10(d) Competency 10 (d): Evaluate interventions with individuals, families, groups, organizations and communities.
Practice Behaviors:
a) Critically analyze, monitor and evaluate interventions

Competency Based Field Placement Education is as follows:
1. Students demonstrate competency based on measurable learning activities. A Learning Contract is utilized in Field Placement as the tool for detailing specific, measurable competency activities.
2. Instruction can be paced to the students needs.
3. Field Supervision is based on student progress towards required outcome behaviors, as well as student goals, agency priorities.
4. Students continue in the program until competency is demonstrated.
5. The placement agency may use a variety of instructional techniques and activities. 
6. The focus is on behaviors the student needs to learn/demonstrate in a social work practice context.
7. Students are provided with immediate feedback on assessment and performance.

Assessment and Evaluation
Assessment/Measurement Methods may include but are not limited to:
- Observed practice
- Supervisory Agenda
- Review of Process Recordings
- Review of Research Project
- Review Agency Analysis
- Field Supervisor Evaluations
- Review of oral/written reports
- Review of video/audio tapes
- Submission of reflective journal entries
- Presentations to field supervisor, staff
- Feedback regarding case/project consultations
- Genograms and/or Eco-Maps
- Documentation of interventions

The evaluation process is an integral part of the learning experience and contributes significantly to the student's professional and personal growth. Evaluation of student capacity in program competencies is ongoing and is shared by the agency field supervisor/task supervisor(s) and student. A portion of the weekly supervision hour is spent in evaluating the following areas: the student’s strengths, progress, educational needs, accomplishments, and areas in need of development. In addition to this informal and on-going evaluation, the student’s demonstration of practice competencies is formally evaluated at mid-term and at the end of each semester.

FIELD EDUCATION RESPONSIBILITIES AND ROLES

The successful completion of the field educational experience relies upon the collaboration of West Liberty University, the BSW Program, the field agencies, and, of course, the students. Each participant has clearly defined expectations and responsibilities. The behaviors of students, field supervisors, and faculty must reflect commitment to professional practice standards. Consistent with this principle, students, faculty, field supervisors, and task supervisors are expected to abide by the National Association of Social Workers Code of Ethics available at: http://www.naswdc.org/pubs/code/code.asp

The BSW program has developed responsibilities for all participants involved in the field education. Both organizational and individual roles and responsibilities are outlined as follows:

Responsibilities of the University:

1. The University shall assume full responsibility for planning, developing, implementing, and evaluating the education program in social work and provide the Agency with a statement of the educational goals and expectations regarding student performance.
2. The University shall carefully screen students to create appropriate placements and shall be responsible for the selection, placement and/or removal, and final grading of students in consultation with the Agency.
3. The University shall ensure that all students placed in the Agency have the necessary health insurance and liability coverage. The University shall provide the Agency with documentation of appropriate health requisites and verification of liability coverage upon request prior to the student's field experience. Expenses incurred for emergency treatment in case of accident or illness shall be the responsibility of the student. Professional liability insurance is the responsibility of the student.
4. The University shall provide a Field Education Coordinator whom shall be responsible for coordinating activities between the agency, the student,
and the University. The Field Education Coordinator shall maintain contact with the agency and student.

5. The University shall be responsible for the selection, placement, and/or removal, and final grading of students placed with the Agency. Any decision shall be made in conjunction with the Agency.

6. The University prepares students academically for placement through a basic liberal arts education and social work courses and assumes final responsibility for insuring that the Field placement experience meets CSWE accreditation requirements.

**Responsibilities of the Field Education Coordinator:**

1. Recruits agencies from a wide range of practice settings that can provide a generalist social work experience.
2. Makes recommendations to the BSW Program Director for approval of field agencies.
3. Maintains a field manual for field supervisors and students reflecting any revisions approved by the BSW Program Director at the end of each Spring Semester to be disseminated the following Fall Semester.
4. Completes written documentation for each contact with the field supervisor and student.
5. Provides group and/or individual orientation training for field and task supervisors to review curriculum and placement expectations.
6. Disseminates information, evaluation forms, syllabi, and other materials relevant to the placement experience to students and agency personnel involved in field education.
7. Visits the field agency a minimum of two times during the field placement. Both visits will include direct observations of the student and a meeting with the Field Supervisor/Task Supervisor and the student. Additional visits may either be at the request of the student or field supervisor/task supervisor, or if problems become apparent.
8. Assists the Field Supervisor/Task Supervisor in developing supervisory skills in order to aid student’s integration of class and placement learning.
9. Provides group and/or individual orientation sessions to students to review placement expectations.
10. Informs students of approved agencies and field supervisors as part of the site selection process.
11. Provides individual field advising sessions to students to determine student goals, preparation for field, and interests.
12. Assigns students to field agencies for placement, based upon student needs, abilities and goals, academic work, feedback from faculty, and appropriate placement sites.
13. Determines whether student is meeting placement competencies.
14. Acts as the immediate liaison between the student and the Field Supervisor/Task Supervisor for consultation, assistance, and support, and the resolution of problems that may occur.
15. Assists the student and Field Supervisor/Task Supervisor in the development of the Learning Contract with goals and objectives consistent with generalist social work practice in order to demonstrate learning in each of the CSWE Competencies.
16. Assists the student and Field Supervisor/Task Supervisor in assessing the individual learning needs of the student.
17. Responds promptly to Field Supervisors/Task Supervisors and students to problem-solve and implement changes in the field placement when appropriate.
18. Reviews student progress on towards the individualized goals of the Learning Contract and the overall objectives of the field experience.
19. Evaluates the student in collaboration with the field supervisor/task supervisor and the student.
20. Assigns the final grade (P= pass and F= fail) for field placements.
21. Collects, compiles, and archives all evaluations regarding the quality and effectiveness of field supervisors and placement sites.
22. Communicates with the BSW Program Director regarding developments, progress, and challenges in field placement experienced by agencies, Field Supervisors/Task Supervisors, and students.
23. Communicates with the designated faculty assigned to the field seminar course (SWK 484).

**Responsibilities of the Field Agency:**
Field placement sites are to be non-discriminatory in the provision and delivery of services, in the employment of personnel, and the acceptance of students for placement. Furthermore, placement agencies are required to fulfill the following general responsibilities:

1. Provide learning experiences for the students that allow demonstration of (CSWE) core competencies and practice behaviors and which are consistent the philosophy and values of social work.
2. Allow Field Supervisor/Task Supervisor to have sufficient time for planning, supervision, and teaching of students in accordance with the educational objectives, learning experience and performance expectations established by the University and agreed to by the Agency.
3. That the Agency shall provide facilities, staff, materials and other resources necessary to meet the Agency’s educational commitments.
4. Orient and provide any necessary training to the student on Agency policies and procedures.
5. Request the University to withdraw any student from its facility when conduct or work with its client base is not, in the opinion of the
administration of said Agency, in accordance with acceptable standards of performance or practice.

6. Assume responsibility for the care of its client base and the field placement of the student shall not; in any way, be determined by the staffing needs of the Agency.

7. Contact the Field Education Coordinator of any problematic areas to assist in a mutual plan for resolution.

8. Not use students to replace its regular staff and shall not require students to deliver services except as identified as part of an agreed upon educational program.

9. Submit contracts, reports, and evaluations in proper form and content within mutually agreed time frames.

10. Have the final decision regarding the number of students it can accommodate for the field placement.

11. Expenses for travel and other costs incurred while completing required field placement tasks and activities should be paid by the agency.

12. Agrees to provide for a Field Supervisor if necessary.

**Responsibilities of the Field Supervisor:**

1. Field Supervisors must have, at a minimum; a BSW from a CSWE accredited program, two years of social work experience and at least one year at the agency. Field Supervisors that have an MSW from a CSWE accredited program must have at least one year of experience at the agency. Most field supervisors are employed by the agency where the student is placed. When there is no qualified field supervisor within an agency, a non-agency based field supervisor must be approved and appointed.

2. It is expected that the field supervisor will meet with each student for a minimum of one hour per week to review work performed and to assist the student with the integration of classroom and field learning experiences as well to assess progress in achieving the goals of the Learning Contract.

3. Attend Field Education Training provided by the University.

4. If agency based, provide the student with orientation to the field placement agency including but not limited to agency policies and procedures including dress code, attendance at meetings, record keeping, intake and referral, transfer, and termination of clients, agency’s general liability, risk management, health, and safety policies.

5. Assist the student in the development of the Learning Contract with goals and objectives consistent with generalist social work practice.

6. Develop with the student and Field Education Coordinator a written evaluation of the student's performance.

7. Makes a grade recommendation for the student.

8. Transmit enthusiasm for the profession of social work.
9. Appreciate and understand the various and the different methods from which students learn.
10. Facilitate student understanding and adherence to the NASW Code of Ethics.
11. Advocate effectively for students within the placement agency.
12. Ensure the agency provides the necessary materials and tools for the student to comply with the Learning Contract.
13. Meet with the Field Education Coordinator, the student and task supervisor if applicable.
14. Inform the Field Education Coordinator immediately in the event concerns arise in the student’s performance and provide the appropriate documentation.
15. Assess students’ progress in achieving competency by completion of evaluative methods provided by the BSW Program such as the Midpoint and Final Evaluation processes.

**Responsibilities of the Task Supervisor:**

In some placement sites, another agency staff member in aspects of the supervision and training of the student assists the field supervisor. Task supervisors are agency personnel whom are selected by the Field Education Coordinator to assume the day-to-day responsibility of providing direction and limited supervision to the student. The responsibilities are similar to the field supervisor.

1. Participate in planning the field education experience.
2. Attend Field Education Training provided by the University.
3. Provide some supervision of student’s daily activities.
4. Review with the field supervisor the assignment of cases and/or projects congruent with the student’s learning goals in the learning contract.
5. Orient students to the agency and to their assignments.
6. Maintain records of student activities for the field supervisor.
7. Consult with the field supervisor about the student’s skill development.
8. Focus and coordinate planning for promoting optimal student development.
9. Provide ongoing feedback to the field supervisor about the students’ progress in meeting learning goals, identifying any performance issues requiring follow-up.
10. Be available to students in emergencies or arrange coverage for the students for emergencies that may arise in their absence.
11. If Field Supervisor is non-agency based, then task supervisor will provide the student with orientation to the field placement agency including but not limited to agency policies and procedures including dress code, attendance at meetings, record keeping, intake and referral, transfer, and termination of clients, agency’s general liability, risk management, health, and safety policies.
Responsibilities of the Student:

1. Conform to the standards and practices established by the BSW program for the entire field placement including acting a professional manner consistent with the NASW Code of Ethics.
2. Attend West Liberty University orientation related to placement.
3. Be responsible for obtaining personal liability insurance.
4. Be responsible for securing physical examinations and/or immunizations and background checks as required by the agency prior to beginning placement.
5. Follow the administrative policies, standards, and practices of the agency.
6. Comply with the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA) and abide by all confidentiality ethics and laws.
7. Participate actively supervision conferences.
8. Participate actively in agency staff meetings.
9. Complete all assignments, reports, documentation, and other required work on time.
10. Complete a minimum of 400 placement hours throughout the entire academic semester.
11. Notify the Field/Task Supervisor when ill or faced with a personal emergency and develop a plan to make up the time and/or missed assignments.
12. Demonstrate a readiness to learn and become involved in all appropriate aspects of the field experience to complete course objectives.
13. Initiate and take responsibility for developing a Learning Contract with the Field/Task Supervisor and the Field Education Coordinator.
14. Engage in on-going self-evaluation by identifying specific strengths and learning needs.
15. Discuss any field placement concerns with the WLU Field Education Coordinator.
16. Participate in the Field Seminar and comply with seminar expectations designed to maximize learning in placement.
17. Receive clearance from field supervisor for use of any agency material for any purpose, including seminar assignments.
18. Participate in the mid-term and final evaluations.
19. Provide the WLU Field Education Coordinator with a written evaluation of placement.
20. Read and be familiar with the contents of this placement manual.
POLICIES AND PROCEDURES

Commitment to Diversity
The Social Work Program values diversity among individuals and groups. The program pledges not to discriminate against any person on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. Likewise, students admitted to the Social Work Program must be willing to serve all people in need. Students who are unable to carry out social work’s mandate to act on a belief in the worth and dignity of all people will be terminated from the program.

Time Requirements
The completion of a minimum of 400 clock hours in the field setting is required. Time spent driving to and from the field agency at the beginning and end of the day does not count towards the required 400 hours. Lunch hours do not count towards your mandatory minimum of 400 hours. Field seminar hours do not count towards required field hours.

Field Placement time is monitored with time logs and contact with the field supervisor/task supervisor. Only hours actually worked count toward field. Anything your supervisor asks you to do counts as field hours. This includes attending meetings, workshops, and completing paperwork. If you are asked to complete work at home, you can count those hours.

Students are encouraged to attend special events such as workshops and seminars related to their field placement. In order to attend such events, students must obtain consent from the Field Supervisor and the Field Education Coordinator. Students are required to document the event in their Field Placement Time Sheet. When all of these standards are met, those hours may be applied towards the required hours.

If, at the end of the semester a student is short of the required number of hours, the following steps must be taken:
1. The student must file a Field Extension Request with the Field Education Coordinator.
2. The Field Education Coordinator should issue a grade of incomplete for the semester.
3. The student must submit a written plan signed by the Field Supervisor, the student, and the Field Education Coordinator addressing how and by when field hours will be completed.
4. Students must complete their mandatory Field Hours only at their original approved site.

Inclement Weather Policy
Field Agencies and Field Supervisors/Task Supervisors may determine that an agency will close due to inclement weather. If the closure is on a day that the student is
scheduled to attend at the Field Agency, the day MAY NOT be counted towards the completion of the required field hours.

**Transportation Responsibilities and Requirements**
Travel time to and from the agency at the beginning and end of the day may not be included in the count of hours toward field placement.

Students are responsible for transportation to and from the field interviews and to the assigned field agency. The University has no funds with which to reimburse students for the use of their private automobiles and for other expenses incurred in the conduct of agency business.

Students shall not transport clients in their own vehicles. If the student is expected to use a personal car for any official agency business, the agency must provide in writing to the University verification that the student is covered under the agency’s insurance. In the event that such coverage is not available, the student must not be expected to engage in such activities and must not be penalized for this. Agencies are encouraged to reimburse students for reasonable mileage expenses incurred while on official agency business if such use has been approved.

**Safety Policy for Agency Field Placements**
The practice of social work is not entirely without risk. This policy is dedicated to helping adopt the protective behaviors and thought processes needed in negotiating field placements.

While this policy is meant to assist students in remaining safe, it is not meant to overly alarm and/or cause fear. Incidents are very rare. However, when working with populations that are experiencing life stressors, poverty, oppression, alienation, crisis, or other serious problems, there is a potential for impulsive, uncontrolled, or aggressive behavior in certain circumstances.

Personal safety and wellbeing is of upmost concern. The West Liberty University Social Work Program strives to select field placement agencies that do not expose students to undue risks either in going to and from the agency or during the course of their internship.

**The Field Placement Agency’s Role**
Care will be exercised in selecting clients for caseloads, and in determining where a student will go during the course of fieldwork. The agency will always attempt to shield a student from undue exposure to personal risk.

If the agency views the nature of its client population or problems as potentially dangerous, it should have an in-service training which addresses such issues as defusing a potentially dangerous situation with a client, techniques and strategies for working
with difficult, violent, or criminal clients, and personal protection during interviews and home visits. It is suggested that a student inquires about an in-service training program at your agency if the client population warrants.

Agency Responsibilities Include:

- Responding immediately to a student concern about safety; no safety issues can be seen as insignificant
- Informing students of safety and security programs/regulations of the agency
- Advising against students working alone in the agency, especially during late evening hours
- Informing the student if an assigned client has a history of violence Discussing safety issues with students prior to home visits

Student Responsibilities Include:

- Arranging office furniture with personal safety in mind, for example, always having a pathway to the door
- Informing the field supervisor or other staff of when and where clients will be seen
- Understanding agency/school policy regarding transporting clients in a personal vehicle
- Reporting any concerns or incidents related to personal safety to the field supervisor/task supervisor
- If you feel your concerns about safety issues have not been addressed, report your concerns to the WLU BSW Field Education Coordinator.
- West Liberty University students are not permitted to carry a gun while participating in any University sponsored activity. WLU legal consultant has issued the following statement regarding the idea of carrying a concealed weapon for the purpose of protection. Section B of the Student Code of Conduct’s Article III lists conduct that is prohibited. Item 12: ‘Illegal or unauthorized possession of firearms...on University premises...even if legally possessed.’ Although a Social Work internship would be OFF campus, Section A of the aforementioned article states in pertinent part: “The University Student Code shall apply to conduct that occurs on University premises, AT UNIVERSITY SPONSORED ACTIVITIES, AND TO OFF-CAMPUS CONDUCT THAT ADVERSELY AFFECTS THE UNIVERSITY COMMUNITY, THE UNIVERSITY'S IMAGE...” [Emphasis added]. If a Social Work student who has a lawfully issued Concealed Carry permit carries a handgun while participating in an off-campus externship/internship assignment, he/she would be in violation of the Student Code of Conduct.”

**Social Media Policy**

Setting and maintaining clear boundaries is always the hallmark of a professional relationship. Let such boundaries always guide decision-making with any new online tool
or technology.

The Social Work Program recognizes the importance of the Internet and is committed to supporting the right to interact knowledgeably and socially on the Internet through interaction in social media. Freedom of expression and academic freedom in electronic format has the same latitude as in printed or oral communication.

Students, Faculty and Staff of the Social Work Program are responsible and accountable for their actions and their statements. Consequently, these guidelines in this social media policy will help make appropriate decisions about school and placement related online exchanges. The guidelines also protect the privacy, confidentiality, and interests of the students in Social Work Program throughout their academic career, including the field placement. Note that these policies and guidelines apply only to school and placement related sites and issues and are not meant to infringe upon personal interaction or commentary online.

Guidelines for Interactions
Unless given permission in writing by the WLU Social Work Program and the Field Supervisor/Task Supervisor, you are not authorized to speak on behalf of either the WLU Social Work Program or the field placement agency.

Legal Liability
Individuals must recognize the legally liability for anything written or presented online as it is NOT confidential. Students can be disciplined by the WLU Social Work Program for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Students can also be sued by any individual or organization that views their commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

Confidential Information Component of the Social Media Policy
Confidential information may not be shared. This includes anything regarded as confidential concerning the WLU Social Work Program, the field placement setting and/or clients and colleagues. If students have any questions about whether information has been released publicly or doubts of any kind, speak with the Program Director of the WLU Social Work Program or the Field Supervisor before releasing information that could potentially harm the WLU Social Work Program, the placement agency and/or their employees or clients. At the field placement agency, you will have access to very personal information about clients, as well as about professional colleagues. It is critical to be aware of NASW’s Code of Ethics, which states:

1.07 Privacy and Confidentiality
(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information
in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(ii) This mandate also applies to discussing any client related information on social networking sites such as Facebook, MySpace, Twitter, LinkedIn and other similar sites. This goes beyond just avoiding using client names or any other identifying information: students need to avoid discussing ALL information related to clients or field placement agency personnel, as well as any confidential information shared in classroom discussions.

**Suggested Rules to Follow:**

- Do not “friend” current faculty or clients
- Do not “friend” former clients
- Do not allow clients (current or past) to “friend” the student
- Do not use messaging on websites such as Twitter, Facebook, LinkedIn or any other similar site to contact clients or respond to clients who may have contacted the student. These sites are not secure.
- Be familiar with the privacy controls on these networks and ensure that the general public cannot see personal details of the student’s life that the student would prefer to share only with immediate friends and family
- Only use professional (work/placement) email address to communicate with clients.
- All email communication with clients should be of a professional nature and not involve personal discussions and/or disclosures of any kind.
- Do not discuss details of work with clients.
- If a student chooses to communicate with clients by email, please be aware that all emails are retained in the University’s email logs of and the Internet service providers.

**Tips for Responding to Social Media Requests from Clients**

Here are examples of what students can say to clients who request or attempt to contact them through any form of social media:

**Friending**

“I do not accept friend requests from current or former clients. This holds true on Facebook, LinkedIn, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk more about it.”

**Interacting**

“Please do not use messaging on websites such as MySpace, Twitter, Facebook, and LinkedIn to contact me. These sites are not secure and I may not read these messages in a timely fashion. If you need to contact me, please use the system outlined in our first meeting.”
Email
“I prefer to use email only to arrange or modify appointments. Please do not use email to send content related to our work together, as email is not secure or confidential. If you choose to communicate with me by email, please be aware that all emails are retained in the logs of your and my Internet service providers. You should also know that any email I receive from you and any responses that I send to you will be printed out by me and kept in your file.”

Photographs
Taking and sharing photographs without consent is a breach of confidentiality. Agencies increasingly use photography for professional consultation, research, and education purposes. Know your agency’s policy regarding photography including any limitations on its use.

Liability Protection
WLU Social Work Program has a mandatory Liability Protection policy. Students must obtain a minimum of $1,000,000/$3,000,000 professional liability coverage for duties performed as part of their social work field education. Documentation of coverage must be submitted to the Field Education Coordinator of the Social Work Program prior to the beginning of field placement.

Students may obtain coverage from any insurance provider. One option is to purchase "Student Professional Liability Insurance" through the National Association of Social Workers Assurance Services. These policies are available only to student members of NASW. The coverage is a no deductible plan of insurance against claims arising out of professional training with protection against acts occurring during the policy period, even though the claim is submitted after the policy expires.

Current Employment and Affiliation at a Field Placement
The student MAY do a placement at her/his current place of employment and affiliation. Employment and Affiliation are defined as: receiving paid compensation, volunteering, engaging in an internship, etc. Requirements include:

1. The placement experience involves an entirely different scope of practice than the student’s employment/affiliation.
2. The employment/affiliation supervisor and Agency Field/Task Supervisor is not the same person.
3. Hours for the placement are done at an entirely separate time than employment/affiliation hours.
4. All aspects of employment/affiliation responsibilities, including work requests, position requirements, phone calls related to work are not done during placement hours.
5. The Learning Contract will reflect that the student is already affiliated at the agency and will delineate how this placement experience is different from that employment.
6. The Employment/Affiliation Based Field Placement Form must be
completed and submitted to the Field Education Coordinator along with the Field Placement Application Form.
7. In the event of dismissal from the agency for any reason, the Field Placement will also be terminated.

If responsibilities of employment/affiliation interfere with the Learning Contract then it will be assumed that the educational process has been interrupted and there is a breach with the Learning Contract, resulting in the field placement credit hours not being awarded.

**Agency Employment after the Field Placement Experience Begins**
If a student is offered paid employment with the agency while they are completing field experience hours, the student may accept the paid position as long as fulfilling the work requirements does not interfere with learning experiences and activities outlined in the student’s WLU Field Learning Contract. Accomplishing the learning objectives and gaining experience and competency in the CSWE ten social work core competencies and related practice behaviors set forth in the Learning Contract need to remain a priority.

**The Provision of Credit for Life Experience, Work Experience, and Prior Internships/Field Placements**
Students will not be given any academic credit, including credit towards the Field Placement experience, for prior work or life experience, or any previous Internships/Field Placements.

**Absences and Tardiness**
Every effort must be made to be present during all scheduled hours. The Field/Task Supervisor must be informed prior to all absences, and arrangements must be made to make up the time missed. Excessive absences and/or tardiness may be cause for dismissal from field placement and/or the social work program. Extended absences must be reported.

**Criminal Background Checks**
Some agencies may require students to undergo a criminal background check, which may include fingerprinting as well as other additional requirements. Students desiring to complete field placement in these agencies must comply with these requirements. Students are expected to undergo all required screenings at their own expense if they are not covered by the agency.

**Students with Criminal Convictions**
Students with criminal histories will not automatically be denied admission to the field internship. Eligibility will be considered on a case-by-case basis. However, students should be aware that a criminal background might prevent field placement or employment in certain settings. Additionally, students may not be able to obtain professional licensure. As laws vary from state to state, students are encouraged to consult individual state licensing agencies for additional information. Students are expected to inform the Program Director and the Field Education Coordinator of any criminal convictions.
Out of Area Field Placements

Occasionally a student has the opportunity to perform their placement at a place, outside the 50-mile radius limit, that provides unique educational opportunities not available elsewhere. In such cases the Field Education Coordinator will meet with the Program Director and discuss the possibility of an exception. Students who wish to ask for such an exception must notify the Field Education Coordinator according to the Field Placement Timeline (see Appendix A).

The student will be responsible for identifying the contact person and telephone number for that agency. The Field Education Coordinator will contact the agency to perform an evaluation to determine if the agency meets the educational goals and criteria of the Social Work Program and can be considered as a potential placement site. Students must be aware that they may be required to return to WLU if their out-of-area placement experience becomes problematic and it is deemed necessary to terminate the placement. When an out of area field placement option is approved, the Field Education Coordinator will assist the student and the host agency in making arrangements for the placement following all of the Field Manual Policies.

An out of area placement does not exempt the student from the weekly Field Seminar Course (SWK 484). However, if deemed necessary and appropriate by the Field Education Coordinator in consultation with the Program Director, provisions for regular and adequate communication with the student, the host agency, the Field or Task Supervisor will be made. Usually this will include regular weekly email communication, and the use of online conferencing allowing for real time text/voice/video communication. The goal for such a placement will be that the student will be able to take advantage of a unique opportunity without comprising the quality of his/her educational experience.

Requests for New Agency Consideration

Upon occasion, a student is aware of an agency that is not on the approved Field Agency list. The student will be responsible for identifying the contact person and telephone number for that agency. The Field Education Coordinator will contact the agency to perform an evaluation to determine if the agency meets the educational goals and criteria of the Social Work Program and can be considered as a potential placement site. The placement process cannot begin until the Field Education Coordinator has completed the evaluation. Requests for New Agency Consideration must be made no later than Oct. 1 (Fall Semester) for the Spring Semester Placement.

Student Responsibilities in the Field Placement

Students must have successfully completed all required course work as indicated in the BSW Student Handbook, obtain a 2.5 or better GPA in social work courses, and have an overall WLU GPA of 2.0 or better. Field Placement courses are required capstone experiences that all students must successfully complete to receive their BSW degree. However, these courses and subsequent placements are a privilege and not an absolute right. Therefore, students will be evaluated on all academic and non-academic standards both prior to and during their field placement(s). Approval to continue with the field internship process is not a guarantee of a
field placement.

Field Placement privileges can and may be reevaluated or revoked if it is deemed appropriate and/or necessary under our existing policy guidelines. No student is to continue in the Program and Field Internship if misconduct or impairment significantly reduces the student's ability to work effectively in the profession.

**Steps in the Field Placement Process**

Before students contact social service agencies to inquire about field placements, they must participate in a Field Orientation Session and a minimum of one meeting with the Field Education Coordinator to help clarify their goals and interests. In order to ensure a positive learning experience for all field placement students, many factors must be considered in determining the best match for all concerned.

The step-by-step process for field placement planning is outlined below:

1. During the semester preceding field placement, prospective interns will be notified of the first orientation meeting. This is a mandatory meeting. At this meeting there will be an overview of the field placement process, including a review of the Field Manual, forms, and policies. Student will be provided a list of approved agencies at this meeting.

2. The student must schedule an individual meeting with the Field Education Coordinator in order to submit and review the Field Placement Application. The Field Placement Application shall identify **at least three** approved agencies where the student wishes to interview. Students must submit a resume, an unofficial copy of their transcript, and other required documentation with the Field Placement Application.

3. Students are NOT permitted to contact agencies on their own without the express permission of the Field Education Coordinator. Upon receiving permission from the Field Education Coordinator, the student may then contact the agencies with which they will interview. Please do not think of this process as a shopping expedition. The student is responsible for calling and arranging an interview with the agency contact person. Delay in contacting the prospective field experience agency immediately can result in a loss of opportunity or interview. For the interview, the agency representative will expect to review a copy of your resume. Be prepared for the interview process. The interview is viewed as a competitive interview. Remember you are interviewing for a “professional field placement.” The interview is the first, and sometimes the only, opportunity you will have to present yourself to the field placement agency and to learn about the agency itself. Therefore, arrive with time to spare and dress appropriately. During this professional encounter
you will want to explore how you and the agency would work together to accomplish your educational goals, while assisting the delivery of services to the agency’s clients. Issues concerning agency workload, hours, if driving is required and if mileage reimbursement is provided and other professional expectations should be addressed.

4. After a student has completed three interviews, the student shall schedule an appointment with the Field Education Coordinator to identify her/his preferences for field placement. The Field Preference Form is to be reviewed with the Field Education Coordinator following the Field Timeline provided at the Orientation meeting.

5. A “matching” process will formalize each placement. While consideration is given to the student’s preferences regarding the type experience desired, the Field Education Coordinator makes the final decision. It is the policy of the WLU BSW Program not to assign students to an agency at which they or their family members have received services. It is also the policy of the WLU BSW Program to not allow placement at an agency where the student completed a previous formal internship/field placement or volunteer experience. The Field Education Coordinator may consider exceptions to this policy.

6. The Field Education Coordinator will be responsible for contacting Field Supervisors/Task Supervisors and students confirming the Field Placement.

7. Once a placement is confirmed, agency assignment changes CANNOT be made unless there are emergent issues and/or problems, which cannot be resolved, and all efforts to resolve them have been exhausted. Be sure the Field Education Coordinator knows how to contact you during the Winter Break if any last minute issues arise.

8. Students may not interview with more than three agencies without the permission of the Field Education Coordinator.

*It is the responsibility of the student to complete the application for field, all interviews, and notify the Field Education Coordinator of placement preference in a timely manner. Students who fail to follow the time line may be ineligible to enter the field.*

**Unsuccessful Placement Process**

The WLU BSW program recognizes the importance of matching in the field placement process. The Field Education Coordinator, the student, or an agency, may determine after the interview they are not a good fit with the agency or placement:

Agencies have the right to turn down any student for placement. Information contained in this field experience application and/or any pertinent information relating to your
professional student role shall be discussed between WLU Field Education Coordinator and approved field experience agencies and their representatives. Your signature on the Field Placement Application confirms that you are aware of this. Changes in agency needs and programs as well as the availability of qualified personnel will not negatively impact the student or count towards a denial by the agency.

Students who have three denials by field agencies are required to meet with the Field Education Coordinator and the BSW Program Director in order to determine if the student will continue the field placement process.

After starting a field placement, the student might decide the chosen field placement is not in his/her best interest or able to support their educational needs. The student must follow the following steps:

1. The student will make an appointment with the Field Education Coordinator to discuss the concerns.
2. The Field Education Coordinator and the student will meet with the Field/Task Supervisor and discuss the problem situation and devise a plan to remedy the situation.
3. In the event that the field placement is terminated, the student and Field Education Coordinator shall meet to begin the field placement process again.

**Student Expenses**
Students may be required to agree to a criminal background check in order to begin a field placement. Some agencies require that students complete a physical, drug screen, medical testing for TB, immunizations for Hepatitis A & B or other immunizations, etc. If the agency requires the use of a vehicle, the student is responsible for providing appropriate Auto Insurance coverage to the agency and to the Field Education Coordinator. The student may be responsible for the cost of these tests and background checks.

**Student Ethics, Conduct, and Behavior**
Student misconduct, on or off campus, directed toward other students, faculty, staff, or members of the community may, at the discretion of the Social Work Program Director, result in the dismissal from the Social Work Program and/or referral for disciplinary action in accordance with policies, as set forth by the State of West Virginia and the Institutional Board of Governors. Please refer to the Student Handbook regarding student misconduct policies.

When the legal or illegal behavior does not affect current or potential clients but the behavior violates the policies, standards, or rules of the University, proceedings will follow the University's procedures for addressing student misconduct.

No student is to continue in the Program if misconduct or emotional instability significantly impairs the student's ability to work effectively in the profession. Allegations of misconduct will be heard in a fair hearing and can result in denial of entry
these problems may be required to seek specified remediation/rehabilitation before entry or re-entry into the field. These requirements will be specified in writing. Self- referrals of the student’s problems prior to field placement are encouraged in order to develop a plan for placement.

Students may not be assigned a field placement in which there exists a prior or current client relationship, as it is in conflict with the NASW Code of Ethics. Students are ethically obligated to inform the Field Education Coordinator of any such relationships.

Social work students involved in field education are considered mandated reporters. Students should become familiar with the law in the state and agency in which they are assigned. Students, who suspect abuse or neglect, should immediately report their concerns to the Field/Task Supervisor in order to begin the processes for reporting of the activity to the appropriate investigative or law enforcement agency.

Students are to comply with all agency and legal policies and procedures regarding confidentiality. Students must adhere to the NASW Code of Ethics, as well as the laws of the state in which they are performing their field placement.

Some of the critical standards for practice in the field are highlighted below, however you are expected to review and follow the NASW Code of Ethics in totality.

Commitment toClients (1.01)
Social workers’ primary responsibility is to promote the well-being of clients.

Self Determination (1.02)
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Conflicts of Interest (1.06)
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
(b) Social workers should not take unfair advantage of any professional relationship.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients, in which there is a risk of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)
Social workers should protect the confidentiality of all information obtained in the course of professional services, except for compelling professional reasons.

Sexual Relationships (1.09)
Social workers under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
Physical Contact (1.10)
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

Derogatory Language (1.12)
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about the clients.

Dishonesty, Fraud, and Deception (4.04)
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Field Placement Issues
Should difficulties occur during the field placement, students are advised to use the following problem solving procedure:
1. Address the matter with the Field Supervisor
2. Attempt to resolve it at the agency level.
3. The Field Education Coordinator is available as a consultant and advisor to both the student and Field Supervisor. The Field Education Coordinator will only become directly involved in the matter after a reasonable attempt has been made to otherwise resolve the issue by the student and the Field Supervisor.

Changing Agencies
A change in a student’s field placement is usually not permitted after the student has begun the field placement. The Field Education Coordinator, in consultation with the Social Work Program Director, determines if a change of field placement site is warranted. In all cases, transfer of a student from one agency to another during the course of a semester (regardless of circumstances) is dependent on the availability of an appropriate alternate field placement site and cannot be guaranteed. A change of placement request (see Appendix F) must be completed and returned to the Field Education Coordinator.

There may be situations when a field placement must be changed due to circumstances beyond the student or agency’s control. Such situations may include illness or the departure of a field supervisor/task supervisor from the agency without another qualified person to take over the field supervisor/task supervisor role and responsibilities. The agency is expected to notify the Field Education Coordinator as early as possible with potential changes. When necessary, the Field Education Coordinator will work with the student to locate another field placement site. The hours accumulated by the student in the terminated field placement site may be credited toward the number of hours required to complete the field placement when a new site has been established. It is possible that additional hours may be required in order to ensure that the objectives for field placement are met.
The Field Education Coordinator, in consultation with the Program Director may also transfer a student from a field placement site under the following circumstances:

1. Evidence that the field placement site is not providing adequate learning experience and/or supervision for the students.
2. Agency closure and/or agency restructuring that does not support field placement requirements

The student may be given credit for some or all completed hours at the discretion of the Field Education Coordinator in consultation with the BSW Program Director.

**Termination of Students from Field Placement**

In the event of an agency requesting that a student be removed from the agency, the Field/Task Supervisor shall contact the Field Education Coordinator immediately. A meeting with the Field/Task Supervisor and the Field Education Coordinator shall occur within three business days. Students may not contact any agency personnel, clients, or the Field/Task Supervisor at any time before the meeting.

At the meeting, the specific reasons for the termination shall be discussed. Requests for termination must include documentation of one or more of the following:

1. Failure of the student to abide by the NASW Codes of Ethics.
2. Failure of the student to abide by agency and/or accrediting body policies, procedures, rules, or regulations.
3. Lack of satisfactory progress toward completion of the educational objectives of the learning contract.
4. Repeated, unexcused tardiness and/or absence of the student.
5. Lack of student’s progress in correction of identified deficiencies.
6. Reporting to the field placement site under the influence of drugs and/or alcohol or the consumption of drugs and/or alcohol while working at the field site.
7. Evidence of a significant and persistent emotional or behavioral difficulty that is incompatible with direct and professional social work practice.
8. Gross inappropriate behaviors towards the client, supervisor, peers, agency staff, and/or university staff.
9. Failure to maintain appropriate professional boundaries and behaviors in respect to agency clients and staff.
10. Failure to disclose critical background information in the application for field.
11. Failure to meet academic and behavioral standards specified in the WLU University catalog, BSW Student Handbook or BSW Field Manual.

A letter of termination shall be placed in the student file. The A student who is asked to leave a site may be subject to a grade of “F” and forfeit all completed hours. Such determination is made at the discretion of the Field Education Coordinator and the Social Work Program Director.

**Voluntary Withdrawal from Field**
If a student wishes to withdraw from his/her field placement after the start of the semester, the student must first consult with the Field Education Coordinator. Once it has been determined that withdrawal is appropriate, WLU procedures regarding withdrawing from courses must be followed (refer to the current WLU Catalog for specific procedures and deadline). The Field Education Coordinator will assist the student and the Field Agency/Supervisor during a transition period.

A student may have legitimate extenuating circumstances (as determined by the Field Supervisor and Field Education Coordinator) that prevent completion of the field placement in the semester for which the student is registered. If this occurs after the WLU deadline for withdrawal, the student may, at the discretion of the Field Supervisor and the Field Education Coordinator in collaboration with the Social Work Program Director, be given credit for some or all completed hours.

If the student wishes to register for the Field Education placement at a later date, they will need to follow all the field placement process, including necessary applications, background checks, interviews, and confirmations.
APPENDIX A  
FIELD PLACEMENT TIMELINE HANDOUT

Fall Semester prior to the Spring Semester Field Placement
Students who need SWK 480 and SWK 484 during a semester other than a SPRING semester may petition the BSW Program Director. Timelines for this scenario will be adjusted with the student on an individual basis.

September/October
Students attend a Pre-placement Seminar; date will be announced through email and Sakai.

Students are to read and be familiar with the Field Placement Manual that will be available via email, or hard copy by request.

Students are to review the Approved Directory of Field Agencies and Field Supervisors/Task Supervisors available via email, or hard copy by request, to designate three preferred Placement sites in the Application for Field Placement.

Students submit the completed Application for Field Placement, along with all of the required documentation to the Field Education Coordinator.

Students interview with the Field Education Coordinator who evaluates student readiness. If the Field Education Coordinator has concerns, the student may amend her/his Application for Field Placement to address the expressed concerns. The applicant is to meet with the Field Education Coordinator to develop a plan, with specific timeframes, to correct the identified concerns and re-submit the Application.

November
Students initiate calls to schedule interviews with prospective field agencies and field supervisor/task supervisors.

Only upon completion of at least three interviews, the student must schedule an appointment with the Field Education Coordinator. The Field Placement Preference Form shall be submitted and reviewed. This form shall be used as a guide in determining the placement of a student in a Field Agency.

Field Education Coordinator notifies students, agencies, and supervisors of mutual acceptability in writing. If mutual acceptability is not received, the student must meet with the Field Education Coordinator in order to develop a plan for placement. A STUDENT THAT HAS BEEN DENIED A PLACEMENT AT THREE DIFFERENT AGENCIES MUST PETITION THE BSW PROGRAM DIRECTOR TO CONTINUE IN FIELD SELECTION PROCESS.
December
Students, agencies, field/task supervisors are contacted by the Field Education Coordinator regarding the confirmation of the Field Internship and the beginning date for the internship. Students are responsible for contacting the Field and Task supervisors at this time in order to make arrangements for beginning the field placement. These arrangements must be communicated in writing to the Field Education Coordinator.

DURING PLACEMENT

First two weeks of Placement
• During the first week of Placement, students are to report to Field Supervisor as agreed upon to begin agency orientation.
• Students are to complete the Learning Contract through consultation and coordination with the Field Supervisor, sign and submit to the Field Education Coordinator. The original is to be kept in the student’s file.
• Field Education Coordinator makes agency site visit

Ongoing
• Students are to attend the required Field Placement Seminar (SWK 484) as scheduled.
• Students are to complete Weekly Time Sheets and submit to the Field Education Coordinator.
• Students are to complete assignments for Field Placement Seminar (SWK 484) and for Social Work Field Placement (SWK 480) per the course syllabi.
• Students are to meet with Field Supervisor at least one hour per week.
• Concerns, problems, and/or special needs are addressed in individual consultation with the Field Education Coordinator and can be initiated by the student or the Field Supervisor.

Mid-term
• Field Education Coordinator makes agency site visit for the First Observation.
• Field Supervisor and Student complete the Mid-term Evaluation of Field Placement Student, reviews the evaluation with the student and submits it to the Field Education Coordinator.
• Field Education Coordinator completes the Mid-term Evaluation of Field Placement Student and submits a mid-term grade that reflects information received from the agency site visit and required course assignments.

ENDING PLACEMENT
• Field Education Coordinator makes agency site visit for the Second Observation.
• Students are to complete Field Placement Evaluation.
• Field Supervisor and Student complete the Final Evaluation of Field Placement
  Field Supervisor reviews the evaluation with the student and submits it to the
  Field Education Coordinator.
• Field Education Coordinator is to submit student final grade that reflects
  information received from the field supervisor in addition to other course
  requirements.
APPENDIX B  FIELD PLACEMENT APPLICATION

Name: ________________________________
Address: ________________________________
E-mail: ________________________________
Telephone: ________________________________

Academic Preparation
The Social Work Field Placement/Seminar (SWK 480/484) courses are the capstone experience for students pursuing a bachelor’s degree in social work. Students must meet several requirements to participate in the social work field placement courses. Students must:

1. Be a Social Work Major in good standing with a 2.5 GPA in Social Work courses and a 2.0 overall GPA.
2. Have completed all required social work core courses.
3. Students take SWK 480/484 concurrently.
4. Students must have completed a minimum of 100 credit hours.

Field Placement Preferences
The social work program considers students’ preferences for placement in developing and assigning placements. Because of various constraints and limited availability of placement sites, some preferences cannot be honored.

Geographic location preferences

Please list, in order of most to least, up to three geographic preferences, and explain the reason(s) for selection. If you have no preference, simply indicate “no preference.”

1. First preference:
   __________________________________________________________
   __________________________________________________________

2. Second preference:
   __________________________________________________________

3. Third preference:
   __________________________________________________________
**Type(s) of Setting(s)**
Check the types of settings where you would prefer to do your field placement (Check all that apply):

<table>
<thead>
<tr>
<th>Setting</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Medical Hospital</td>
<td>Adult Day Care</td>
</tr>
<tr>
<td>Advocacy</td>
<td>AIDS/HIV</td>
</tr>
<tr>
<td>Ambulatory Care</td>
<td>Business</td>
</tr>
<tr>
<td>Case Management</td>
<td>Child Welfare</td>
</tr>
<tr>
<td>Community Health</td>
<td>Community Planning</td>
</tr>
<tr>
<td>Community Relations</td>
<td>Criminal Justice Offender Program</td>
</tr>
<tr>
<td>Developmental Disabilities</td>
<td>Drug Abuse</td>
</tr>
<tr>
<td>Eating Disorders</td>
<td>Economic Development</td>
</tr>
<tr>
<td>Elderly Residential Care</td>
<td>Emergency Assistance</td>
</tr>
<tr>
<td>Employee Assistance</td>
<td>Employment</td>
</tr>
<tr>
<td>Family Court</td>
<td>Family Service</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Gov’t. Admin/Planning</td>
</tr>
<tr>
<td>Health &amp; Wellness Program</td>
<td>Home Health Agency</td>
</tr>
<tr>
<td>Homelessness</td>
<td>Hospice</td>
</tr>
<tr>
<td>Housing</td>
<td>Information/Referral</td>
</tr>
<tr>
<td>International Services</td>
<td>Juvenile Residential Care:</td>
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<tr>
<td>Legal Services Agency</td>
<td>Legislation</td>
</tr>
<tr>
<td>Outpatient Mental Health</td>
<td>Penal/Correctional System</td>
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<tr>
<td>Physical Disabilities</td>
<td>Prevention (specify)</td>
</tr>
<tr>
<td>Psychiatric Hospital</td>
<td>Recreation</td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>School</td>
</tr>
<tr>
<td>Skilled Nursing Facility</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>Victim Services</td>
<td>Vocational</td>
</tr>
<tr>
<td>Women’s Services</td>
<td>Other</td>
</tr>
</tbody>
</table>

**LEARNING OPPORTUNITIES AVAILABLE** (Check all that apply):

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Budgeting/Fiscal Mgt.</td>
</tr>
<tr>
<td>Adoption</td>
<td>Assessment</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Community Development</td>
</tr>
<tr>
<td>Aftercare</td>
<td>Child Abuse/Neglect</td>
</tr>
<tr>
<td>Case Management</td>
<td>Crisis Intervention</td>
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<tr>
<td>Community Education</td>
<td>Community Groups</td>
</tr>
<tr>
<td>Community Organizing</td>
<td>Conference Planning</td>
</tr>
<tr>
<td>Consultation/Collaboration</td>
<td>Data Collection</td>
</tr>
<tr>
<td>Counseling</td>
<td>Divorce/Custody exchange</td>
</tr>
<tr>
<td>Discharge Planning</td>
<td>Educational Groups</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>Family Preservation</td>
</tr>
<tr>
<td>Educational Groups</td>
<td>Legal Services</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Elder Abuse/Neglect</td>
<td>Foster Care</td>
</tr>
<tr>
<td>Family Therapy</td>
<td>Health Education</td>
</tr>
<tr>
<td>Fund Raising:</td>
<td>Grant writing</td>
</tr>
<tr>
<td>Group Therapy</td>
<td>Information/Referral</td>
</tr>
<tr>
<td>Human Resource Dev.</td>
<td>Peer Review</td>
</tr>
<tr>
<td>In-home Services</td>
<td>Multidisciplinary</td>
</tr>
<tr>
<td>Legislative Activities</td>
<td>Networking</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Prevention/Education</td>
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<tr>
<td>Outreach</td>
<td>Policy Analysis</td>
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<tr>
<td>Personnel Management</td>
<td>Planning</td>
</tr>
<tr>
<td>Policy Information</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Pregnancy Counseling</td>
<td>Rehabilitation</td>
</tr>
<tr>
<td>Program Coordination</td>
<td>Program Development</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>Research</td>
</tr>
<tr>
<td>Research</td>
<td>Teaching (classroom)</td>
</tr>
<tr>
<td>Social Action</td>
<td>Working with Government Relations</td>
</tr>
<tr>
<td>Support Groups</td>
<td>Work with Committees</td>
</tr>
<tr>
<td>Volunteers</td>
<td>Work with Boards</td>
</tr>
<tr>
<td>Work with Community Task Force</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

1. List the population(s); client systems with which you would like to gain experience (i.e., children, adolescents, elderly, families, developmentally delayed, etc.).

2. Please explain your reason(s) for your selection of the above

**Supervision/Climate**

1. Describe the kind of supervisory environment in which you feel you would function best. What kind of climate is necessary in a field placement for you to learn? What do you expect from a supervisor? What level of education would you expect for your supervisor? How many years of experience?
2. Describe your learning style. Do you like working independently or with close supervision throughout the day?

3. What are your post-BSW career/education goals?

4. During your field placement, will you be employed? Yes No
   If yes, please answer the following:
   a. Place of Employment: ____________________________
   b. Days, hours scheduled to work: ____________________________
   c. Are you interested in a field placement at your employment? Yes No

5. List and explain any other responsibilities and/or problems (courses, child care, disabilities, etc.) that may affect your field placement and/or impact your availability (i.e., with regard to hours/days of the week) for a field placement.

6. List any additional language skills you may have:
   Spanish Sign Other: ____________________________

7. Many agencies require a background check and may have restrictions based upon past criminal convictions. Have you ever been adjudicated or convicted of a violation of ANY local, state, federal, Canadian, or international law (other than non-moving motor vehicle violations)? Yes No
   If yes, please answer the following:
   a. Was this a: Misdemeanor Felony
   b. What was the conviction (crime)? ____________________________
   c. What was the disposition? ____________________________
   d. What is the current status? ____________________________
e. Please explain the circumstances (what, when, where):


8. Do you have access to a reliable vehicle and provide insurance coverage?  No  Yes
9. Has your Driver’s License EVER been suspended or revoked?  No  Yes
   If Yes, please provide details:

10. Are you presently excessively using alcohol, narcotics, barbiturates or other habit
    forming drugs, or abusing prescription medications?  No  Yes
    If Yes, please provide details:

11. Have you EVER been formally disciplined and/or terminated from a position or
    resigned in lieu of formal discipline including termination for behavior involving or
    affecting a client of the organization?  No  Yes
    If Yes, please provide details:

12. Is there any information about behaviors, conditions, illnesses, or addictions, which
    could impair your ability to function in a social welfare agency in a social work
    capacity?  This could include, but is not limited to, disability accommodations, drug
    or alcohol abuse, domestic violence, child abuse, etc.

    ___NO  ___YES If Yes, please provide details:

ACKNOWLEDGEMENT OF FIELD PLACEMENT POLICIES

Read and initial each of the following sections of this document. Sign your name at the end.

Section 1. I understand that I know the NASW Code of Ethics and must follow its
    guidelines in my field placement and consistently demonstrate a commitment to
    professional social work standards of behavior. __________________ (initials)

Section 2. I understand the following are the admissions requirements for Field Placement:
    a. Senior status
    b. Obtained a 2.0 cumulative grade point average.
    c. Obtained a 2.5 average in social work courses.
Section 3: I understand the following placement policies:
a. Students are placed at agencies by the Field Education Coordinator. The student may not always be placed in the agency of first choice.

b. Students will not be placed in a placement agency or program in which the student:
   1. Has completed a previous formal internship/field placement or volunteer experience unless permission from the Field Education Coordinator has been secured.
   2. Is currently, or has previously been, employed experience unless permission from the Field Education Coordinator has been secured.
   3. Has a family member who is currently employed by that agency.
   4. Is now, or has ever been, a client.
   5. Has a family member who is, or has been, a client of that agency.

c. Students will disclose pertinent information regarding criminal record or background information to the Field Education Coordinator for the purposes of planning and securing a field placement. Please understand that a criminal record does not automatically prohibit you from working in the Social Work field.

d. The signed release of information form allows the Field Education Coordinator to share all background information with the Field Agency sites, including but not limited to educational performance, criminal record/background, student strengths, areas of growth, etc.

___________ (initials)

Section 4: I understand the following:
a. Field Placement, SWK 480, is one course for 9 credit hours during the last semester of a student’s senior year.
b. Students must register for SWK 484, Field Placement Seminar, concurrently with SWK 480. SWK 484 is 3 credit hours.
c. Students must complete a minimum of 400 hours at their placement agency. SWK 484, Field Seminar, hours are not to be use toward the 400 hour total.
d. Students must secure their own malpractice/liability insurance for 1,000,000/3,000,000 coverage.
e. Students must secure their own transportation to and from the agency placement.

___________ (initials)

Section 5: I understand the following:
All students registering for the required field placement and seminar courses SWK
480/484 will be responsible for all fees associated with your chosen placement agency requirements. If you have questions regarding which particular sites have these requirements and/or what the corresponding cost may be, you should contact the field Education Coordinator prior to the completion of your Field Application.

Certain field placement may necessitate one or more of the following requirements prior to accepting students:
- Finger printing
- Criminal background checks State Central Registry clearances Proof of Health Insurance
- A vehicle
- Vehicle Insurance

___(initials)

Section 6: I understand the following:
I acknowledge that I have read and understand the selected Field Placement policies on this form and I have been provided with the Field Manual containing the Field Education policies.

Signed____________________________________ Date____________________

**RELEASES AND VERIFICATIONS**

**FERPA Release for Field Placement**

I________________________ give permission for West Liberty University to discuss my educational performance and goals, including my criminal background check, immunization records, first aid/CPR certification and any other personally identifiable information to any facility where I may participate or am participating in a field placement/placement course. The purpose of this release is to convey information relative to my participation in a placement/placement course(s). This permission is only granted for the preparation of field placement and automatically ends upon the completion of the field placement.

I understand that under the Family Education and Privacy Rights Act, 20 USC 1232g I have the right not to consent to the release of my education records. This consent shall remain in effect until revoked by me, in writing, and delivered to the WLU Social Work Program, but any such revocation shall not affect disclosures made prior to receipt of my written consent.

Student Signature: __________________________ Date: __________________________

***************************************************************************************
Photography Permission

I ____________________________ give permission to the WLU Social Work Program to use photos of me or to list my name on the school’s website, in the annual newsletter, or in department printed material that would reference my participation in the field education program.

Student Signature: ____________________________ Date: _______________________

*******************************************************************************
NASW Code of Ethics Adherence

I, ____________________________, certify that I have read and will abide by the National Association of Social Workers (NASW) Code of Ethics in its entirety. I understand that in order to continue in the BSW program, I will adhere to this code both in my professional and in my personal life. I recognize that disciplinary action will occur if there is any violation of the Code of Ethics and, said action, will be determined on a case by case basis.

Student Signature: ____________________________ Date: _______________________

*******************************************************************************

Liability Insurance Coverage

I, ____________________________, certify that I have applied for Liability Insurance. A copy of the coverage certificate must be provided to the Field Education Coordinator prior to beginning the field placement.

Student Signature: ____________________________ Date: _______________________

*******************************************************************************

CERTIFICATION: I have read and do hereby certify that the information contained above is correct.

Student Signature: ____________________________ Date: _______________________

*******************************************************************************

Field Education Coordinator Signature ____________________________ Date: ______________
APPENDIX C

Student Field Placement Preference Form

Student Name ________________________________

Agency 1:
Agency /location____________________________Date of interview __________
Name Field Supervisor ______________________________

Agency 2:
Agency /location____________________________Date of interview __________
Field Supervisor ______________________________

Agency 3:
Agency /location____________________________Date of interview __________
Field Supervisor ______________________________

Answer the following for each agency written above:
  ● What was your experience during the interview?
  ● What is the mission of this agency?
  ● What is the population it serves?
  ● What kind of experience could you expect (types of tasks a student would be asked to do)?)
  ● What kind of field supervision could you expect?

After summarizing each individual interview, prioritize your choice of agency based on the information you learned in the interviews. This might include such things as:
  ● Kind of experience you prefer (broad based vs. intensive, micro vs. macro, etc).
  ● How your agency of choice will meet this preference.
  ● What you can offer the agency and what the agency can offer you.
  ● Why you feel working with this population would be a good fit for your skills.
  ● Do you plan to work hours/week while at your field experience?
  ● Describe how can are confident that your work schedule will not interfere with the field experience.
  ● Are there any obstacles to being available 30-40 hours per week that you can currently anticipate?
**APPENDIX D**

**Field Placement Extension Request**

If you need time beyond the end of the semester to complete your field hours FOR ANY REASON you must request an extension from the Field Education Coordinator. To file an extension your field supervisor must send a letter to the Field Education Coordinator with the following exact phrase included somewhere in the letter:

“We are requesting an extension of the field placement until (date) to meet the academic requirements for the field course.”

In addition the letter must be in actual letter-form (no emails), and signed by your field supervisor.

**EXAMPLE:**

*(Agency Letterhead)*

Professor Jane Doe  
Field Education Coordinator  
Social Work Program  
West Liberty University  
PO Box 295  
CSC 134  
West Liberty, WV 26074

*(Date)*

Re: *(Student’s name)*

This is to notify the WLU Social Work Program and Field Education Coordinator that the above-named student will need an extension until _______ to complete field education. We are requesting an extension of the field placement to meet the academic requirements for the field course.

Thank you.

Sincerely,

*(Field supervisor’s signature)*  
*(Field supervisor’s name)*  
*(Field supervisor’s title)*
APPENDIX E  Employment/Affiliation Based Field Placement Form

Traditionally, Social Work field placements are educationally focused, unpaid training experiences in Social Work settings, which are selected on the basis of the student’s level of placement and areas of interest. Occasionally employment/affiliation can meet the standards for field placements; however, the field placement must present new and different learning opportunities from those associated with the student’s regular employment/affiliation.

REQUIREMENTS FOR EMPLOYMENT/AFFILIATION BASED FIELD PLACEMENTS

1. All of the required field hours must take place under the supervision of a Field Supervisor who meets the standards of our program.
2. The activities themselves must constitute new learning for the student: i.e., a new population, and/or in a new field of practice.
3. The student’s educational goals should be the primary focus of the position, not simply the needs of the agency.
4. The Placement Field Supervisor must meet the WLU Social Work Program’s requirements for field education.
5. The Placement Field Supervisor must be a different person than the employment/affiliation supervisor.
6. The Placement Field Supervisor cannot be a person who has previously supervised the student.
7. The student cannot be paid for field education placement hours.
8. The proposed placement plan must meet the learning objectives of the Field Education Program.
9. The student is responsible for completing and submitting this form to the Coordinator of Field Education at least one month (30 days) prior to the beginning of the placement.
10. Any changes to this proposal must be submitted in writing.

STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Name:</th>
<th>Street Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>City:</td>
<td>State:</td>
</tr>
<tr>
<td>Zip Code:</td>
<td>Telephone:</td>
</tr>
<tr>
<td>E-Mail:</td>
<td>Student I.D.</td>
</tr>
</tbody>
</table>

AGENCY INFORMATION

<table>
<thead>
<tr>
<th>Agency:</th>
<th>Street Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>City, State, Zip</td>
<td>Phone</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>Name of Program where student currently works:</td>
<td>Name of Agency Program where student would do field placement:</td>
</tr>
<tr>
<td>Name and Title of current Supervisor:</td>
<td>Name and Title of proposed Field Supervisor:</td>
</tr>
<tr>
<td>Supervisor’s Phone/e-mail:</td>
<td>Proposed Field Supervisor’s Phone/e-mail:</td>
</tr>
<tr>
<td>The agency IS an approved WLU Social Work Field Placement Site</td>
<td>The agency IS NOT yet an approved site.</td>
</tr>
<tr>
<td>I am not sure if this agency is an approved site</td>
<td>Organizational chart is attached: YES NO</td>
</tr>
<tr>
<td>Number of Departments/Divisions within the agency:</td>
<td></td>
</tr>
<tr>
<td>Students’ current employment status: Full time</td>
<td>Part time</td>
</tr>
<tr>
<td>Job Title Of Student:</td>
<td></td>
</tr>
<tr>
<td>Student’s beginning date of employment:</td>
<td></td>
</tr>
<tr>
<td>Month: /Day /Year</td>
<td></td>
</tr>
</tbody>
</table>

Description of Current Job Assignment and population served:

________________________________________________________________________________________

Description of how the student’s regular work assignment will be reduced to assume the student role: Note: expected caseload reduction; identify specific tasks and responsibilities that will be assumed by other staff and any other measures taken that describe the reduction of work. In order for such a proposal to be approved, the availability of release time for course work and seminar field instruction must be ensured.

________________________________________________________________________________________

Description of proposed Field Placement duties and population that will be served:

________________________________________________________________________________________
### PROPOSED SCHEDULE FOR WORK, PLACEMENT, AND CLASS

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>Activity: Field Placement, Class, or Employment</th>
<th>TIME</th>
<th>Activity: Field Placement, Class, or Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>From: To:</td>
<td>From: To:</td>
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<td>Sunday</td>
<td>From: To:</td>
<td>From: To:</td>
<td>From: To:</td>
<td></td>
</tr>
</tbody>
</table>

### SIGNATURE AGREEMENT/APPROVAL SECTION

A termination of employment during the employment-based field education course may result in the student having to drop the course and re-enroll in the same field course during the following semester.

“I have read and support this Employment-Based Field Placement Proposal”

<table>
<thead>
<tr>
<th>Agency Administrator’s Name</th>
<th>Title</th>
<th>Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Supervisor Name</td>
<td>Title</td>
<td>Signature</td>
<td>Date:</td>
</tr>
<tr>
<td>Proposed Field supervisor’s Name</td>
<td>Title</td>
<td>Signature</td>
<td>Date:</td>
</tr>
<tr>
<td>Student Name</td>
<td>Signature</td>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

FOR UNIVERSITY USE ONLY

Date received: Proposal Accepted Comments: Proposal Rejected Reason: Modifications Requested Reason: Addendum Attached YES NO
APPENDIX F    Change of Field Placement Request

Student Name: _____________________________________________________________

Agency: ________________________________________________________________

Field Supervisor: _________________________________________________________

Person initiating request: ________________________________________________

Date: ____________________________

Reason for requested change:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Please attach any written documentation supporting this request.

Student’s Signature: _____________________________________________________

Field Supervisor’s Signature: _____________________________________________

Field Education Coordinator’s Signature: _________________________________

Program Director’s Signature: _________________________________________

Request:                    Approved____        Denied____


APPENDIX G  Field Supervisor Checklist Sheet for Student Agency Orientation

The following are items for the student and field supervisor/task supervisor to work on during the first two weeks of the semester.

Field Supervisor: Please check off the items as finished and/or reviewed by you. The student must turn in this form.

- Student completes any pre-agency requirements – special training, immunization or other medical documentation, background checks, etc.
- Student and field supervisor/task supervisor attend the field orientation together.
- Field supervisor suggests 4 agencies for student to visit during orientation period.
- Field supervisor suggests a self-help group for the student to visit.
- Student receives tour of agency and is assigned a work space.
- Student is informed of the agency’s mission statement.
- Student is informed of the agency’s policy and procedure manuals.
- Student is given a phone list of agency staff.
- Student is given an organizational chart of the agency.
- Student is given an overview regarding other programs within the agency.
- Student and field supervisor/task supervisor make a plan for the in-agency orientation process and interviews of agency personnel.
- Field supervisor reviews the student’s Learning Contract.
- Field supervisor reviews the student’s assignments for both SWK 480 (Field Placement) and SWK 84 (Field Seminar).

________________________________________________________________________

Field Supervisor Signature                                      Date
APPENDIX H  Student Field Safety Checklist

_____ Incorporate safety into Objective II of Learning Contract (knowledge of agency)

_____ Read & Discuss agency safety policies and procedures with field supervisor/task supervisor

_____ Discussion with field supervisor/task supervisor must address the following safety considerations:

- Elements of social work best practices that apply to the agency and their relationship to personal safety. Examples of best practice that can influence safety include respectful communication with client including a respectful greeting, honoring client’s personal space, honoring client’s household space when on a home visit, explaining purpose of meeting to alleviate client anxiety, listening to client story without interruption, demonstrating empathy throughout meeting, appropriate professional dress.
- Building safety, including offices, waiting rooms, closets, hallways, interview rooms, bathrooms, etc.
- Parking lot safety – walking to and from car, lighting, hours of access, bus stops, etc.
- Security during agency closing and opening. Who closes the office at night?
- Non-violence policy.
- Sexual harassment policy.
- Gun and weapon policy.
- Check-in and check-out procedures.
- Safety on home visit procedures.
- Transportation policy. WLU recommends students not transport clients unless necessary. If necessary, WLU recommends students check with agency to see if agency covers student’s transportation insurance, or student must check with personal insurance company to see if they are covered.
- Property damage policy.
- Emergency procedures (e.g. panic alarms, security cameras, or other building safety devices).
- Restraint training and procedures. If restraint is an expected part of the field placement, full training in its use must be provided by the agency. The agency must have malpractice liability policies in place that cover restraint.
- Universal precautions and/or CPR. If agency employees receive training in universal precautions and/or CPR, interns must also receive this training.
Post-incident procedures. Interns are expected to report how, and to whom they should report.

Signatures

_________________________________________  ________________________________
Student                                      Date

_________________________________________  ________________________________
Field Supervisor                             Date

_________________________________________  ________________________________
Task Supervisor (if applicable)               Date
**APPENDIX I  Outline For Educational Assessment**

WLU expects that BSW students have both the capacity and motivation to actively participate in developing a field learning contract with their field supervisor. An important feature of this process is to clarify together the field placement objectives, the opportunities available in the field placement setting, field supervision expectations, and student learning goals. The following suggested educational assessment outline offers various areas for the student and the field supervisor to explore prior to completing the learning contract and is intended to facilitate discussion and mutual sharing as the semester begins.

Student’s Name ____________________________________________________________

**Employment/Volunteer/Personal Experiences Related to Social Work**

Student’s personal strengths

Student’s professional strengths

Student’s long range/immediate professional goals

What is the student’s degree of familiarity with the client population, treatment approaches, etc.

**Expectations of Placement Experience**

Student’s expectations of setting?

Student’s expectations of self?
Student’s expectations of field supervisor?

Kinds of experiences student desires?

Student’s experiences desired but not available?

**Learning Style/Pattern**
What degree of responsibility do you plan to take for your own learning?

What do you experience as stimuli or barriers to your learning?

A. What motivates you to learn?

B. Are you familiar with the adult learner concept? Specifically, how would you implement it in this setting?

**Preferred Supervisory Style**
What type of feedback from your Field Supervisor would be helpful?

Has student had previous experiences with authority, which might affect the supervisory relationship?

What degree of structure/flexibility would be helpful in the supervisory relationship?

**Goals for Learning in Field**
What areas would the student like to explore while in this agency setting?
**Evaluation Process**
Is the student aware of the WLU BSW objectives and evaluation form for this course?

What are the student’s reactions/concerns/questions/grading concerns for this course?

**Concerns**
Are there specific anxieties or fears related to field placement?

What types of assignments does the student anticipate might be particularly difficult?

How might the Field Supervisor best assist with the student’s anxieties, fears, concerns?

Other concerns?
APPENDIX J BSW Learning Contract

Name of Student: ___________________________ Date: ______________
Name of Agency: ____________________________
Name of Field Supervisor: _______________________
Name of Task Supervisor (if applicable): _______________________

In planning learning assignments, students and field supervisor/task supervisors are to consider the competencies and practice behaviors listed below and, to the greatest extent possible in the context of the agency mission and practice focus, provide the student with an opportunity to work on their professional development as defined by these competencies.

As Part Of This Agreement, Please Specify The Following:
Work schedule (include days & hours, make-up arrangements for absences):

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Supervision (include days, times, and with whom):

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Other staff with who the student is expected to work to complete assignments (include names and titles). Please note that agency staff serving in the role of Task Supervisor should participate in Learning Contract development and evaluation:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The Learning Contract is completed and signed by the field supervisor and the student, who submits a copy of the Contract to the Field Education Coordinator. This signature indicates agreement with the Learning Contract.

• Students should make a copy of this Learning Contract for their records
• This instrument serves as the student’s Learning Contract and the basis for evaluation
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Student Learning Objectives</th>
<th>Learning Activities (Minimum of 2 per Competency. Each must be measurable and time-limited.)</th>
</tr>
</thead>
</table>
| 1) Student identifies as a professional social worker and conducts himself/herself accordingly. | A. Advocate for client access to the service of social work;  
B. Practice personal reflection and self-correction to assure continual professional development;  
C. Attend to professional roles and boundaries;  
D. Demonstrate professional demeanor in behavior, appearance and communication;  
E. Engage in career-long learning; and  
F. Use supervision and consultation. |                                                                                                                                                                      |
| (2) Student applies social work ethical principles to guide his or her professional practice. | A. Recognize and manage personal values in a way that allows professional values to guide practice;  
B. Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Assoc. of Schools of Social Work Ethics in Social Work. |                                                                                                                                                                      |
work, statements of Principles;
C. Tolerate ambiguity in resolving ethical conflicts and
D. Apply strategies of ethical reasoning to arrive at principled decisions.

(3) Student applies critical thinking to inform and communicate professional judgments

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</td>
</tr>
<tr>
<td>B.</td>
<td>Analyze models of assessment, prevention, intervention and evaluation; and</td>
</tr>
<tr>
<td>C.</td>
<td>Demonstrate effective oral and written communication with individuals, families, groups, organizations, communities and colleagues.</td>
</tr>
</tbody>
</table>
### 2.1.4 Students Engage diversity and difference in practice

|   | A. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;  
|   | B. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;  
|   | C. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and  
|   | D. View themselves as learners and engage those with whom they work as informants. |

### 2.1.5 Student advances human rights and social and economic justice.

|   | A. Understands the forms and mechanisms of oppression and discrimination; Advocate for human rights and social and economic justice; and  
|   | B. Engage in practices that advance social and economic justice. |
| 2.1.6 | Student engages in research-informed practice and practice-informed research. | A. Use practice experience to inform scientific inquiry; and  
B. Use research evidence to inform practice. |
| --- | --- | --- |
| 2.1.7 | Student applies knowledge of human behavior and the social environment. | A. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and  
B. Critique and apply knowledge to understand person and environment. |
| 2.1.8 | Student engages in policy practice to advance social and economic well-being and to deliver effective social work services. | A. Analyze, formulate, and advocate for policies that advance social well-being; and  
B. Collaborate with colleagues and clients for effective policy action. |
2.1.9 Student responds to contexts that shape practice

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</td>
</tr>
<tr>
<td>B.</td>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
</tbody>
</table>

2.1.10a Students will demonstrate engagement with individuals, families, groups, communities and organizations.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Substantively and affectively prepare for action with action, individuals, families, groups, communities and organizations;</td>
</tr>
<tr>
<td>B.</td>
<td>Use empathy and other interpersonal skills; and</td>
</tr>
<tr>
<td>C.</td>
<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
</tr>
</tbody>
</table>

2.1.10b Students will demonstrate assessment with individuals, families, groups, communities and organizations.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Collect, organize, and interpret data;</td>
</tr>
<tr>
<td>B.</td>
<td>Assess client strengths and limitations;</td>
</tr>
<tr>
<td>C.</td>
<td>Develop mutually agreed-on intervention goals, and objectives; and</td>
</tr>
<tr>
<td>D.</td>
<td>Select appropriate intervention strategies.</td>
</tr>
</tbody>
</table>
2.1.10c
Students will demonstrate *intervention* with individuals, Families, groups, communities and organizations.

A. Initiate actions to achieve organizational goals;
B. Implement prevention interventions that enhance client capacities;
C. Help clients resolve problems;
D. Negotiate, mediate and advocate for clients; and
E. Facilitate transitions and endings.

2.1.10 d
Students will demonstrate *evaluation* with individuals, families, groups, communities and organizations.

A. Social Workers critically analyze, monitor and evaluate interventions.

Field Supervisor Signature: ____________________________ Date: ______________

Student Signature: ____________________________ Date: ___________

Field Education Coordinator Signature: ____________________________ Date: ___________

### APPENDIX K Interview Feedback Sheet

**Required Interviewing Assignment**  
This checklist is to assist the Field Supervisor in providing specific Feedback to the student at least twice during the semester

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Student:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supervisor/Observer:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses client’s name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduces self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discloses student status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put client at ease</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conveys genuineness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains appropriate Eye contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays appropriate body language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solicits client’s view of the problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solicits clients’ feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balances talk time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hears what is said</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hears how it is said</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Reflects content</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Reflects feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerates silence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tolerates client's affect</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**QUESTIONS:**  
Appropriate content
**Required Interviewing Assignment**

This checklist is to assist the Field Supervisor in providing specific Feedback to the student at least twice during the semester

<table>
<thead>
<tr>
<th>Uses Open-ended questions</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to client questions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Focuses questions</td>
<td></td>
<td></td>
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<tr>
<td>Gets to underlying meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks clarifying questions</td>
<td></td>
<td></td>
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<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Interrupts</td>
<td></td>
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<tr>
<td>Responds too quickly</td>
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<tr>
<td>Judgmental response</td>
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<tr>
<td>Gives advice / problem solves prematurely</td>
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<tr>
<td>Makes smooth transitions</td>
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<tr>
<td>Structures the interview appropriately</td>
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<tr>
<td>Paces the interview appropriately</td>
<td></td>
<td></td>
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<tr>
<td>Closes the interview</td>
<td></td>
<td></td>
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<tr>
<td>Inappropriate humor/sarcasm</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lecturing or Arguing</td>
<td></td>
<td></td>
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<tr>
<td>Instructing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate self-disclosure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments, including areas to focus on throughout the semester**

**Student Signature:**

**Field Supervisor signature:**

**Date:**
### Field Placement Time Sheet

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Activities, Tasks, and Roles</th>
<th>Total Hours for Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Total Hours This Week: \( \_\_\_\_ \) + Cumulative Hours from Last Week = \( \_\_\_\_ \) Hours To Date \( \_\_\_\_ \)

Supervisor Signature/Date:
APPENDIX M   Supervision Record

Use of the supervision record is a means to assist students and field supervisors to plan for and to respond fully to students' learning needs.

Student's Name __________________________________________

Field/Task Supervisor Name______________________________ Meeting Date _______

Areas of discussion in supervision (upcoming assignments and activities; learning objective progress check; priority-setting; meetings; case-related tasks, etc.)

Follow-up / answers from issues discussed last week

Practice behaviors discussed

Decisions and plans made

Identification of learning: i.e., new concepts, insights, increased understanding, etc.

Topics and needs for future discussion

Field Supervisor Signature ________________________________
APPENDIX N  Field Supervisor’s Field Placement Evaluation of Student

Please use this form for both the mid-term placement evaluation and the final evaluation. Refer to Field Education Calendar for due dates.
The student must participate in self-evaluation and self-assessment all through his/her field placement. If the student’s performance displays unsatisfactory or unacceptable progress by mid-semester, a written plan for the remainder of the semester is mandatory. A copy of the mid-term evaluation must be sent to the Field Education Coordinator.

WLU SOCIAL WORK PROFESSIONAL STANDARDS
The student should be able to:
Student professional standards are from the section Responsibilities of the Student from the WLU Field Placement Manual.

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

Name of Student _______________________________

Agency _____________________________________________

Field Supervisor _______________________________________

Total Hours Student Devoted to Field:  Mid-term ________  Final _______

Instructions: Field supervisors should write a brief narrative addressing Items I through IV below; ONE FOR BOTH MID-TERM and FINAL EVALUATIONS and attach them to this form.

I. Briefly describe the learning activities the student has been involved in during the semester to achieve the competencies and objectives in their learning contract.

II. Identify the student’s strengths you observed his/her field performance.

III. In what areas do you think the student needs to improve?

IV. What is the student’s potential for working in the profession of social work?
Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new beginning-level generalist social worker. The Council on Social Work Education (CSWE) has established the 10 competencies found below. Under each competency statement are several items that we ask that you rate according to the following criteria.

1. The intern has not met the expectations in this area, and does not give indication s/he will do so in the near future.

2. The intern has not as yet met the expectations in this area, but gives indication s/he will do so in the near future.

3. The intern has met the expectations for interns in this area.

4. The intern is functioning above expectations for interns in this area.

5. The intern has excelled in this area.

N/A Not applicable, as the intern has not had the opportunity to demonstrate competence in this area.

Please circle the number of the response that best represents your assessment of the student’s performance in the competency area specified. Field supervisors are encouraged to write comments.

Competency 1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Advocates for client access to the services of social work</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1.2 Practices personal reflection and self-correction to assure continual professional development.</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1.3 Attends to professional roles and boundaries</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1.4 Demonstrates professional demeanor in behavior</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1.4 Demonstrates professional demeanor in appearance</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1.4 Demonstrates professional demeanor in oral and written communication</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1.5 Engages in career-long learning and growth</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>1.6 Uses supervision and consultation</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>
Comments: Mid-Term_________________  Final ________________

**Competency 2: Intern applies social work ethical principles to guide his or her professional practice.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Recognizes and manages personal values in a way that allows professional values to guide practice</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>2.2</td>
<td>Make ethical decisions by applying standards of The National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>2.3</td>
<td>Tolerates ambiguity in resolving ethical conflicts</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>2.4</td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>

Comments: Mid-Term_________________  Final ________________

**Competency 3: Intern applies critical thinking to inform and communicate professional judgments.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Distinguish, appraise and integrate multiple Sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>3.2</td>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>3.3</td>
<td>Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>
3.3 Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>

Comments: Mid-Term_________________________ Final ____________________

**Competency 4: Intern engages diversity and difference in practice.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>4.3 Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>4.4 Views herself or himself as a learner and engages those he or she works with as informants</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>

Comments: Mid-Term_________________________ Final ____________________

**Competency 5: Intern advances human rights and social and economic justice.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Understands the forms and mechanisms of oppression and discrimination</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>5.2 Advocates for human rights and social and economic justice</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>5.3 Engages in practices that advance social and economic justice</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>

Comments: Mid-Term_________________________ Final ____________________
### Competency 6: Intern engages in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Use practice experience to inform scientific inquiry</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>6.2 Use research evidence to inform practice</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>

Comments: Mid-Term__________________________  Final __________________

### Competency 7: Intern applies knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Utilize conceptual frameworks to guide the Processes of assessment, intervention, and evaluation</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>7.2 Critique and apply knowledge to understand person and environment</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>

Comments: Mid-Term__________________________  Final __________________

### Competency 8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Analyze policies that advance social well-being</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>8.1 Formulate policies that advance social well-being</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>8.1 Advocate for policies that advance social well-being</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>8.2 Collaborate with colleagues and clients for Effective policy action</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>

Comments: Mid-Term__________________________  Final __________________
### Competency 9: Intern responds to contexts that shape practice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
</tbody>
</table>

Comments: Mid-Term ____________________  Final ________________

### Competency 10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities (MID-TERM ONLY)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mid-Term</th>
<th>Mid-Term</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Individuals</td>
<td>Families</td>
<td>Groups</td>
<td>Organizations</td>
<td>Community</td>
</tr>
<tr>
<td>10.1(a) Use empathy and other interpersonal skills</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>10.2(a) Develop a mutually agreed on focus of work and desired outcomes</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>10.1(b) Collect client data</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>10.1(b) Organize client data</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>10.1(b) Interpret client data</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>10.2(b) Assess client strengths and limitations</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
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<tr>
<td>10.3(b) Develop mutually agreed-</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
<td>1 2 3 4 5 n/a</td>
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<tr>
<td>on intervention goals and objectives</td>
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<tr>
<td>10.4(b) Select appropriate intervention strategies</td>
<td></td>
<td></td>
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<td>1 2 3 4 5 n/a</td>
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<tr>
<td>10.1(c) Initiate actions to achieve organizational goal</td>
<td></td>
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<td></td>
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<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>10.2(c) Implement prevention interventions that enhance client capacities</td>
<td></td>
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<tr>
<td>10.3(c) Help clients resolve problems</td>
<td></td>
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<td>1 2 3 4 5 n/a</td>
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<td>10.4(c) Negotiate, mediate, and advocate for clients</td>
<td></td>
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<td>1 2 3 4 5 n/a</td>
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<tr>
<td>10.5(c) Facilitate transitions and endings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5 n/a</td>
</tr>
<tr>
<td>10.1(d) Critically analyze interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5 n/a</td>
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<tr>
<td>10.1(d) Monitor interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5 n/a</td>
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<tr>
<td>10.1(d) Critically evaluate interventions</td>
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## Competency 10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities (FINAL ONLY)

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<td>10.3(b) Develop mutually agreed-on intervention goals and objectives</td>
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<td>10.4(b) Select appropriate intervention strategies</td>
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</tr>
</tbody>
</table>
endings

| 10.1(d) Critically analyze interventions | | | | 1 2 3 4 5 n/a |
| 10.1(d) Monitor interventions | | | | 1 2 3 4 5 n/a |
| 10.1(d) Critically evaluate interventions | | | | 1 2 3 4 5 n/a |

Comments: Mid-Term_________________________ Final ________________

**MID-TERM**
My field supervisor and field Education Coordinator have discussed this evaluation with me, and I have received a copy.

_____ I agree with the evaluation.  _____ I do not agree with the evaluation.

Comments:

Intern’s Signature:________________________________________Date:_____

Signature of Field Supervisor:__________________________ Date:_____

Signature of Field Education Coordinator:____________________ Date:_____

**AS PART OF THE FINAL EVALUATION: Please check one of the following:**

_____ This intern has excelled in field placement by performing above expectations for interns and would be considered among the top candidates for beginning generalist social work practice position.

_____ This intern has met the expectations of the field placement. This intern is ready for beginning generalist social work practice.
This intern is not yet ready for beginning generalist social work practice.

This intern is not yet ready for beginning generalist social work practice, and has demonstrated serious problems in performance.

My field supervisor and field Education Coordinator have discussed this evaluation with me, and I have received a copy.

I agree with the evaluation. I do not agree with the evaluation.

Comments:

Student’s Signature: ___________________________ Date: _______

Signature of Field Supervisor: ______________________ Date: _______

Signature of Field Education Coordinator: ________________ Date: _______
APPENDIX O  Student Evaluation of Field Placement Experience

Each student is required to evaluate his/her placement near the end of field placement. Student Evaluations of Field Placement are not shared with agency supervisors, and signatures of Field supervisors and Task Supervisors are not required. These forms will be available in the Field Education Office for review by students interested in reading other students’ experiences at various field placement sites.

Give your placement evaluation directly to your Seminar Instructor.

Name of Setting ____________________________________________________________

Name of Field Placement Supervisor __________________________________________

Name of Task Supervisor ____________________________________________________

Semester and Year of Placement ______________________________________________

Responses are to be recorded on the following basis:

1 Strongly Agree    2 Agree    3 Disagree       4 Strongly Disagree       5 No Comment

*When you Disagree or Strongly Disagree with any item, please comment on the reverse side of this questionnaire. If you wish to nominate your supervisor for the Field Work Supervisor of the Year Award, please explain on the reverse side of this questionnaire.*

The Agency

    ____ I received a formal orientation to the agency.

    ____ Agency policies and procedures were explained to me.

    ____ I received orientation to the agency’s mission in written and oral form.

    ____ I was oriented toward my role as a student placed in the agency.

    ____ The agency staff was receptive to me and treated me as a member of the team.

    ____ The agency offered opportunities or in-service training.

    ____ The agency provided adequate facilities for use, e.g., office/desk space, supplies, phone, computer, parking, etc.)

    ____ Professional activities of the agency social work staff were guided by the NASW Code of Ethics.

    ____ The agency provided access to data for describing the population served,
services, and outcomes.

The Field Assignments
___________ Field work assignments were relevant to the learning objectives of my level of education
___________ Assignments were appropriate in number and depth in relation to my level of development.
___________ Assignments were challenging
___________ I participated in framing assignments

The Supervisor
___________ Possesses a sound knowledge of his/her area of Social Work practice.
___________ Practice is clearly guided by social work values.
___________ Willing to serve as an advocate for the student.
___________ Is knowledgeable about the Social Work Program's curriculum.
___________ Is able to communicate knowledge.
___________ Is able to stimulate student self-development.
___________ Provided a variety of learning experiences geared to the student's individual needs.
___________ Defines his/her role and clarifies expectations of the student.
___________ Is readily available and/or accessible.
___________ Provides the student with accurate feedback a regular basis.
___________ Uses resources outside the agency as a means to familiarize the student with the social welfare system.
___________ Was able to help the student achieve the objectives from Learning Contract.

The Setting
___________ The setting philosophy of service is compatible with the values and ethics of the social work profession.
___________ There is clarity in the setting about its program and methods.
___________ The setting provides valid services to meet problems of individuals, family, groups, and community within the social welfare system.
The administrator and staff have respect for professional education and an acceptance of the objectives and educational focus articulated in the WLU Field Placement Manual.

The basic program of the agency is maintained and developed without reliance on students.

The volume and flow of client systems offer the student a fairly wide range of learning opportunities.

The setting makes available suitable desk space, telephones, supplies, transportation costs, clerical service and interviewing facilities.

The setting is non-discriminatory in employment of staff, placement of students, and delivery of services.

The setting provides an atmosphere that is conducive to learning and one in which a student feels welcome.

1. Do you feel the learning contract established at the beginning of your placement was appropriate? Why? (In your response, briefly describe your major placement duties.)

2. How would you evaluate your own performance and progress during placement? (Be sure to indicate what you believe were major areas of learning for you.)

3. What factors contributed to or detracted from the learning experiences available to you during placement? (In your response, note if you were not given certain assignments that you believe were essential learning experiences.)

4. How did your Field supervisor and/or Task Supervisor help you achieve your learning objectives?

5. What recommendation do you have for improving the supervision provided during placement?

5. What recommendations do you have for improving the agency as a placement for future field students?
APPENDIX P  Field Education Coordinator Field Placement Site Visit Form

Student_____________________________________________________

Field supervisor_____________________________________________

Agency_______________________________________________________

Date of contact______________________________________________

Review of Placement Learning Contract (Changes, Modifications, On Track, etc):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Impression of Student’s overall functioning in field:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Impression of Student’s use of supervision:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Plan and Goals for remainder of semester:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Identified problem areas or expressed concerns (note any issues occurring at agency, experienced by student, identified by Field Education Coordinator):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Other comments:

____________________________________________________________________________________

Field Education Coordinator Signature: ___________________________ Date: __________
APPENDIX Q Evaluation of the BSW Field Education Program

This evaluation is intended to obtain your constructive feedback about the WLU BSW Field Education Program as a means of improving the quality of the social work field placement experience. Please return this form at the close of the field placement. The form is to be completed by both the Field Supervisor and the Task Supervisor.

Please mail or fax to:
Dr. Sylvia Hawranick Senften
WLU BSW Program Director
208 University Drive
CUB 134
West Liberty, WV 26074
Fax #: (304) 336-8014

NAME: __________________________ DATE: __________________________

AGENCY: __________________________

Person completing form:
FIELD SUPERVISOR TASK SUPERVISOR

Please rate the quality of your working relationship with the Field Education Coordinator:
Excellent Very Good Satisfactory Fair Unsatisfactory

Please rate the effectiveness of the Field Education Coordinator in communicating and clarifying the University and BSW Program's policies, procedures, and expectations for field education:
Excellent Very Good Satisfactory Fair Unsatisfactory

Please rate the overall quality and benefit of the Field Education Orientation: Excellent
Very Good Satisfactory Fair Unsatisfactory No Basis/Did Not Attend

Please rate the overall quality, clarity, and usefulness of the Field Education Manual:
Excellent Very Good Satisfactory Fair Unsatisfactory No Basis/Did Not Utilize

81
Please rate the effectiveness of the Field Education Coordinator in establishing and maintaining a relationship with you to facilitate the placement process and the student’s learning experience:

Excellent  Very Good  Satisfactory  Fair  Unsatisfactory

Please rate the effectiveness of the Field Education Coordinator in assisting you to address and resolve any challenges or difficulties during the field placement?

Excellent  Very Good  Satisfactory  Fair  Unsatisfactory

Did the Field Education Coordinator schedule a minimum of two site visits with you each semester?

Yes  No  Comments:

Was the Field Education Coordinator accessible to you at times other than the scheduled site visits?

Yes  Most of the Time  On Occasion  Rarely

Did this experience contribute positively to your service commitment to the profession?

Yes  No  Comments:

Overall, how do you rate the quality of WLU's BSW Field Education Program?

Excellent  Very Good  Satisfactory  Fair  Unsatisfactory

Please provide suggestions for improvement in the Field Education experience and process

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________