**College of Liberal and Creative Arts
Social Work Program**

**Field Education Manual
2022-2023**

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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 at field agencies.

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

Miranda Blackburn, 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 at West Liberty University was granted full accreditation through CSWE in July 2015.

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 (2015) 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: 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 from a CSWE accredited program and has at least two years of experience post graduation. The Field Supervisor is responsible for the student's 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 regularly 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 activities support Social Work Education and Competencies.

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 2022 CSWE Educational and Policy Accreditation Standard (EPAS) established 9 Competencies and 20 Behaviors Indicators 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 preciously 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: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:
- advocate for human rights at the individual, family, group, organizational, and community system levels;
- and engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:
- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social

workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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
- 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
- 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.

- 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.
- 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.
- 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.
- 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.
- 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
- Recruits agencies from a wide range of practice settings that can provide a generalist social work experience.
- Makes recommendations to the BSW Program Director for approval of field agencies.
- 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.
- Completes written documentation for each contact with the field supervisor and student.
- Provides group and/or individual orientation training for field and task supervisors to review curriculum and placement expectations.
- Disseminates information, evaluation forms, syllabi, and other materials relevant to the placement experience to students and agency personnel involved in field education.
- Visits the field agency a minimum of two times during the field placement. Both visits will include discussions with 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.
- Assists the Field Supervisor/Task Supervisor in developing supervisory skills in order to aid student's integration of class and placement learning.
- Provides group and/or individual orientation sessions to students to review placement expectations.
- Informs students of approved agencies and field supervisors as part of the site selection process.
- Provides individual field advising sessions to students to determine student goals, preparation for field, and interests.
- Assigns students to field agencies for placement, based upon student needs, abilities and goals, academic work, feedback from faculty, and appropriate placement sites.

- Determines whether student is meeting placement competencies.
- 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.
- 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.
- Assists the student and Field Supervisor/Task Supervisor in assessing the individual learning needs of the student.
- Responds promptly to Field Supervisors/Task Supervisors and students to problem-solve and implement changes in the field placement when appropriate.
- Reviews student progress on towards the individualized goals of the Learning Contract and the overall objectives of the field experience.
- Evaluates the student in collaboration with the field supervisor/task supervisor and the student.
- Assigns the final grade (P= pass and F= fail) for field placements.
- Collects, compiles, and archives all evaluations regarding the quality and effectiveness of field supervisors and placement sites.
- Communicates with the BSW Program Director regarding developments, progress, and challenges in field placement experienced by agencies, Field Supervisors/Task Supervisors, and students.
- 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:

- 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.
- 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.
- That the Agency shall provide facilities, staff, materials and other resources necessary to meet the Agency's educational commitments.
- Orient and provide any necessary training to the student on Agency policies and procedures.
- 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.
- Assume responsibility for the care of its client base and the field placement of the student shall not; in anyway, be determined by the staffing needs of the Agency.
- Contact the Field Education Coordinator of any problematic areas to assist in a mutual plan for resolution.
- 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.

- Submit contracts, reports, and evaluations in proper form and content
  within mutually agreed time frames.
- Have the final decision regarding the number of students it can accommodate for the field
  placement.
- Expenses for travel and other costs incurred while completing required
  field placement tasks and activities should be paid by the agency.
- Agrees to provide for a Field Supervisor if necessary.

Responsibilities of the Field Supervisor

- 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.
- 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.
- Attend Field Education Training provided by the University.
- 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.
- Assist the student in the development of the Learning Contract with goals
  and objectives consistent with generalist social work practice.
- Develop with the student and Field Education Coordinator a written evaluation of the
  student's performance.
- Makes a grade recommendation for the student.
- Transmit enthusiasm for the profession of social work.
- Appreciate and understand the various and the different methods from which students learn.
- Facilitate student understanding and adherence to the NASW Code of Ethics.
- Advocate effectively for students within the placement agency.
- Ensure the agency provides the necessary materials and tools for the student to comply with
  the Learning Contract.
- Meet with the Field Education Coordinator, the student and task supervisor if applicable.
- Inform the Field Education Coordinator immediately in the event
  concerns arise in the student's performance and provide the appropriate documentation.
- Assess students' progress in achieving competency by completion of evaluative methods
  provided by the BSW Program such as the Midpoint and Final Evaluation processes.
- Read the WLU Social Work Program Field Manual

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.

- Participate in planning the field education experience.
- Attend Field Education Training provided by the University.
- Provide some supervision of student's daily activities.
- Review with the field supervisor the assignment of cases and/or projects congruent with the student's learning goals in the learning contract.
- Orient students to the agency and to their assignments.
- Maintain records of student activities for the field supervisor.
- Consult with the field supervisor about the student's skill development.
- Focus and coordinate planning for promoting optimal student development.
- Provide ongoing feedback to the field supervisor about the students' progress in meeting learning goals, identifying any performance issues requiring follow-up.
- Be available to students in emergencies or arrange coverage for the students for emergencies that may arise in their absence.
- 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

- 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*.
- Attend West Liberty University orientation related to placement.
- Be responsible for obtaining personal liability insurance.
- Be responsible for securing physical examinations and/or immunizations and background checks as required by the agency prior to beginning placement.
- Follow the administrative policies, standards, and practices of the agency.
- Comply with the Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA) and abide by all confidentiality ethics and laws.
- Participate actively supervision conferences.
- Participate actively in agency staff meetings.
- Complete all assignments, reports, documentation, and other required work on time.
- Complete a minimum of 400 placement hours throughout the **entire academic semester**.
- 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.
- Complete all assignments consistent with the designated time frames-
  -not completing assignments in a timely manner may result in the student being unable to continue in placement. The student would not be able to earn credit toward 400 hours until all assignments are completed as agreed upon by Field Education Coordinator/ Field Supervisor/ Student.
- Demonstrate a readiness to learn and become involved in all appropriate aspects of the field experience to complete course objectives.
- Initiate and take responsibility for developing a Learning Contract with the Field/Task

Supervisor and the Field Education Coordinator.
- •Engage in on-going self-evaluation by identifying specific strengths and learning needs.
- •Discuss any field placement concerns with the WLU Field Education Coordinator.
- •Participate in the Field Seminar and comply with seminar expectations designed to maximize learning in placement.
- •Receive clearance from field supervisor for use of any agency material for any purpose, including seminar assignments.
- •Participate in the mid-term and final evaluations.
- •Provide the WLU Field Education Coordinator with a written evaluation of placement.
- •**Read and be familiar with the contents of this placement manual.**

POLICIES, CRITERIA, 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. **Students need to remain in their agency until the end of the semester. The field placement experience can be completed one week prior to graduation.**

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:
- •   The student must file a Field Extension Request with the Field Education Coordinator.
- •   The Field Education Coordinator should issue a grade of incomplete for the semester.

- 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.
- 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.

Selecting Field Agencies policies, criteria, and procedures
The Field Education Coordinator has the responsibility to recruit any new field agencies and to reaffirm currently approved field agencies annually. This recruitment and review process begins with the Field Education Coordinator discussing with the prospective agency representative the program's expectations for student learning as well as the agency's mission and purpose. The Field Education Coordinator is also responsible for assuring that current agencies continue to meet the program's expectations. Each agency is visited in person and interviewed by the Field Education Coordinator, so a review of the agency and programs can be determined as being relevant and educational to Social Work students. The Field Education Coordinator will discuss the policies, guidelines, and criteria and requirements for field placement agency in order to be considered as a field agency. The Field Supervisor is provided a copy of the Field Education Manual. Agencies are required to complete a Memorandum of Affiliation, which is approved then by the Social Work Program Director.

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. Attend field supervisor orientation and trainings.

All agencies are selected by the agency and employee's ability to provide a breadth of learning opportunities for students. Credentials of the supervisor are also taken into consideration, and that the supervisor having a minimum of BSW from an accredited CSWE institution and have a minimum of two years of post-degree experience. In some instances, the BSW credentialed individual is not available, other criteria such as professional social work licensure and the availability of outside supervision, and offering a unique educational experience for the student, is taken into consideration for the approval of as a field education agency. It is the responsibility of the agency, and more importantly, the field/task supervisor to assure that they are available to provide the required field trainings, weekly supervision of the student learner, evaluation, meetings with the Field Education Coordinator, and assisting with the development of the learning contract and educationally based activities. Students who are placed with an agency that does not meet these requirements, must enroll in the Student Supervision course.

While there are many social service agencies and organizations in the region that would like to have an "intern" the program does have ethical and educational obligations to select agencies and supervisors that will provided the education learning opportunities, with linkages to the Competencies, for our students. There have been times that agencies are unwilling to accept Social Work students from our program, indicating that we, the Social Work program, has too many requirements. And there have been agencies that the program will not approve as the organization or supervisor will not, or has not, been able to demonstrate the ability to fulfill the requirements.

Placing Students-Policies, criteria, and procedures
Students are required to visit three different field placement agencies and interview with the designated Field Supervisor. At the completion of all of the field interviews, the students prioritize their preferences for placement and submit the request to the Field Education Coordinator. The Field Education Coordinator has the responsibility for coordinating all placements, including contacting the agency representative/field supervisor regarding their preference of a particular student. All three parties, the student, the Field Education Coordinator, and the field education supervisor, all must mutually agree to the placement. The criteria and steps for placing students are all located in the Field Education Manual in the related Appendices.

Monitoring Students- Policies, criteria, and procedures
During the field placement the field coordinator makes at least two in-person site visits and is

available by email and phone for field instructor and student communication. The field coordinator also maintains weekly communication with students through field journals and the instructor of the field seminar sees students on a weekly basis during the semester. The expectations for monitoring students, as well as the forms for the learning contract, and the mid-term and final evaluations are located in the Field Education Manual in the related Appendices.

Supporting Student Safety- Policies, criteria, and procedures
Student safety is critical and the Social Work program promotes student safety in several ways. Within the first two weeks of the Capstone Seminar, students are assigned readings on safety in the field and the material is used as a foundation for in-class discussion as well as an out-of-class activity requiring students to develop their own personal safety plan. Students are also asked to review agency policies related to safety. Field supervisors are required to discuss agency policies regarding safety as part of the formal orientation to the agency. The Student /Field Supervisor Orientation Check List for the Agency Orientation, labeled APPENDIX G in the Field Manual and the Student Field Safety Checklist, labeled APPENDIX H are both located in the Field Manual.

In the past, the Field Education Coordinator, the instructor for the Senior Capstone Field Seminar, and/or the Social Work Program Director, have offered their cell phone numbers to students and to field supervisors to aid in contact and communication, particularly in the event of an emergency. Students who do experience a concern about the perception of safety concerns are expected to speak with their field supervisors as well as the Field Education Coordinator.

It is the policy of the program to place students within normal commuting distances from campus, generally defined as being within 50 miles. This decision is based on several factors, mostly to ensure a rapid response to need for any intervention or involvement with a student. There has been one occasion that students were placed 3 hours from campus. This was due to a unique learning opportunity as these two students had been selected to be interns for legislators during the legislative session. In that instance, supervision was still provided, via phone and emails, and there was a plan in place for the completion of all work. Safety plans are part of the orientation to the field placement agency and supervisor.

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 and 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.'

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.

- 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.
- 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.
- Do NOT utilize the WLU email account to communicate with clients.

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:

- The placement experience involves an entirely different scope of practice than the student's employment/affiliation.
- The employment/affiliation supervisor and Agency Field/Task Supervisor is not the same person.
- Hours for the placement are done at an entirely separate time than employment/affiliation hours.
- All aspects of employment/affiliation responsibilities, including work requests, position requirements, phone calls related to work are not done during placement hours.
- 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.
- The Employment/Affiliation Based Field Placement Form must be
- completed and submitted to the Field Education Coordinator along with the Field Placement Application Form.
- 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.

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

All students entering field placement must undergo a criminal background check prior to entering their field placement. The results of this check will assist the student and field coordinator in planning and preparing for a successful field placement. WLU social work students will be expected to pay for and complete the background check process at *CertifiedBackground.com*. Some agencies may require students to undergo an additional

criminal background check, which may include fingerprinting and other 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. Please refer to page 82 in this manual.

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 to provide the name of a contact person and 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:

- During the semester preceding field placement, interns will participate in a One credit course to help them understand and prepare for successful completion of their field placement experience. This is a required course. During this course, will complete at least 30 volunteer hours, and review of the field placement process, including a review of the Field Manual, CSWE EPAS Competencies, forms, and policies. Student will be provided a list of approved agencies for their volunteer experience as well as the Field Placement experience.

- 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 and other required documentation with the Field Placement Application.

- 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.

• 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.

• 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. The Field Education Coordinator may consider exceptions to this policy.

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

• 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.

• 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/or her best interest or able to support their educational needs. The student must follow the following steps:
•   The student will make an appointment with the Field Education Coordinator to discuss the concerns.
•   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.
•   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 are required to agree to complete a criminal background check in order to begin a field placement. Students are required to pay for this background check. Some agencies require that students complete a physical, drug screen, medical testing for TB, immunizations for Hepatitis A & B or other immunizations, etc. Students are also required to have and pay for liability insurance for the period of time they spend in their field placement. The field coordinator will provide information regarding the background check process and liability insurance during the field placement preparation course.
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 or re-entry into the field until the student's problems are resolved. Students exhibiting 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 to Clients (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)
- Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- Social workers should not take unfair advantage of any professional relationship.
- 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:
- Address the matter with the Field Supervisor
- Attempt to resolve it at the agency level.
- 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) 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:
- Evidence that the field placement site is not providing adequate learning experience and/or supervision for the students.
- 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:

- Failure of the student to abide by the NASW Codes of Ethics.
- Failure of the student to abide by agency and/or accrediting body policies, procedures, rules, or regulations.
- Lack of satisfactory progress toward completion of the educational objectives of the learning contract.
- Repeated, unexcused tardiness and/or absence of the student.
- Lack of student's progress in correction of identified deficiencies.
- 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.
- Evidence of a significant and persistent emotional or behavioral difficulty that is incompatible with direct and professional social work practice.
- Gross inappropriate behaviors towards the client, supervisor, peers, agency staff, and/or university staff.
- Failure to maintain appropriate professional boundaries and behaviors in respect to agency clients and staff.
- Failure to disclose critical background information in the application for field.
- 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. A student who is asked to leave a site may be subject to a grade of "F" and forfeit all completed field 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 field 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.

Evaluating Student Learning policies, criteria, and procedures
Field Placement

Evaluation of the student's performance in the field placement is shared by the university and the agency. The field instructor will complete two written evaluation forms. It should be noted that the evaluation forms are based specifically on the CSWE Competencies and Indicators and as defined on the Social Work Program Assessment Rubric. These evaluations are used to measure how well the student has met these Competencies and Indicators.   An evaluation conference with the Field Education Coordinator, the field instructor, and the student will be conducted, and the evaluations forms are reviewed by all parties. Formal evaluations are completed at mid-term and at the end of the semester. The Field Education Internship also requires weekly, at a minimum, supervisory meeting between the student and the field supervisor.   The student's grade for the Field Placement will be based on the field evaluation. The Field Education Coordinator assigns the final grade. The Field Education Manual contains all necessary forms for evaluation that are needed by the field instructor.

Reflective Journals are required of students in order to reflect upon experiences at the Agency as they relate to the core competencies identified to be learned. This journal is a reflection identifying how the experience helped students' progress toward mastery of each competency and indicator. Each entry should demonstrate mastery of each core competency and related indicators prior to the conclusion of Field Education. To aid this process, a student is asked to focus upon specific indicators each week. The Competencies are addressed during specific weeks. This directive does not preclude reflection/journaling about additional competencies/practice behaviors if they are apparent during the week. Reflective Journals will also coordinate with the Learning Contract providing process information regarding the tasks listed in the contract. The Journal will also provide an opportunity to relate experience in the field to specific course knowledge and skills acquired in Social Work courses and required classes taken at WLU. The Reflective Journals will be assessed using the competency rating scale included in the WLU BSW Field Education Manual.

Journal content should also include:

1. Supervisory conference
2. Staff meetings/in-service training experiences
3. Direct client contacts
4. Group work experiences
5. Community exposure/involvement
6. Visits to other agencies
7. Professional growth and development assessment
8. Analysis of problems encountered
9. Ethical dilemmas that occur
10. Summaries/responses to the readings assigned for the week
11. Daily activities/thoughts/feelings/reactions about the placement

This weekly journal also needs to detail each of the competencies and indicators as they relate to the field placement experience.

The senior Field Practice experience is designed to be a learning platform to enhance professional development of values, knowledge, skills for generalist social work practice. Students spend at least 400 hours during their final semester learning how course work theory relates to a practice setting.

During the field placement, students develop competence in all nine competency requirements.   Social work students learn that Social Work Practice is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. They will learn to value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to complete interventions with clients and constituencies, to incorporate values and ethics, to understand the role of policy and advocacy and social justice. During the field placement, social work students develop an understanding of strategies to interact with diverse clients and constituencies to advance practice effectiveness.

An example of a learning contract task and evaluation of a student:
- Competency Indicator Evaluation: Students and the field supervisor complete the WLU Field Placement Evaluation at the conclusion of the course. Students' performance on each Competency Indicator will be rated on a scale of 1 to 5. The official evaluation form is included in the Field Placement Manual.
- Field Supervisors conduct observations of students interviewing another person. The interview rubric provides feedback to the student regarding their ability to implement specific intervention skills with the client.

Senior Capstone Seminar
Evaluation of student learning occurs as part of the Program's assessment plan, by re-introducing the Key Learning Assessments that were required in the Social Work courses on Ethics, Diversity, Research, Advocacy and Social Justice, Policy, Practice sequence, and Human Behavior in the Social Environment. These Key Learning Assessments include:

- A Description, Assessment, and Contracting Model (DAC) for an individual
- A Family Analysis
- A Group Analysis
- An Agency Analysis
- A Community SWOT Analysis
- A Position letter to a Legislator
- A Research and Evaluation Project

Field Setting Effectiveness policies, criteria, and procedures
Students are asked to evaluate the Field Agency at the end of the placement. The Field Education Coordinator and the Program Director review these evaluations to determine field setting effectiveness.

The Field Education Coordinator and Program Director also have their observations of the organizations for field visits by the Field Coordinator and by the Program Director, who

currently teaches the Senior Capstone course held in conjunction with the Field Internship. The program has made decisions to temporarily not use the placement or to terminate the agency affiliation. These decisions have been based on the following: inability of the organization to provide educational and learning opportunities for students that reflect the CSWE competencies or the organization's policies and procedures are not congruent with sound business practices.

The internship placement agencies and field instructors are evaluated in terms of their fit with the Social Work Program's mission, goals, and objectives; their appropriateness for specific learning experiences; their ability to provide educationally directed internship instruction; and their clear articulation of student learning in tasks assigned.

The Field Education Coordinator, in consultation with the Program Director, will discuss with the appropriate agency representative, concerns about the placement, allowing the field agency and field supervisor to take any corrective actions. Agencies that are terminated, will be sent a letter to the agency's representative with a copy of the letter being placed in the agency file.

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 MUST petition the BSW Program Director and Field Education Coordinator. An additional fee may be imposed to a student's account in order to assure the availability of the Field Education Coordinator. Timelines for this scenario will be adjusted with the student on an individual basis.

Fall Semester Prior to Field Placement:
Students will participate in One Credit Hour Field Preparation Class to help them be prepared to successfully complete the 400-hour placement during the Spring Semester.

September/October

Students are to read and be familiar with the Field Placement Manual that will be available on Sakai and through email.

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.

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

November

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 WHO 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 Meeting
Field Supervisor and Student complete the Mid-term Evaluation of Field Placement Student, review the evaluation with the student and submit 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 Student, review the evaluation with the student and submit 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: _____

<u>Academic Preparation</u>
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:

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

<u>Field Placement Preferences</u>
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.

<u>Geographic location preferences</u>

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."

- First preference:

- Second preference:

- Third preference:

<u>Type(s) of Setting(s)</u>
 Check the types of settings where you would prefer to do your field placement (Check all that apply):

Acute Medical Hospital	Adult Day Care
Advocacy	AIDS/HIV
Ambulatory Care	Business
Case Management	Child Welfare
Community Health	Community Planning

Community Relations	Criminal Justice Offender Program
Developmental Disabilities	Drug Abuse
Eating Disorders	Economic Development
Elderly Residential Care	Emergency Assistance
Employee Assistance	Employment
Family Court	Family Service
Gerontology	Gov't. Admin/Planning
Health & Wellness Program	Home Health Agency
Homelessness	Hospice
Housing	Information/Referral
International Services	Juvenile Residential Care:
Legal Services Agency	Legislation
Outpatient Mental Health	Penal/Correctional System
Physical Disabilities	Prevention (specify)
Psychiatric Hospital	Recreation
Rehabilitation	School
Skilled Nursing Facility	Substance Abuse
Victim Services	Vocational
Women's Services	Other

LEARNING OPPORTUNITIES AVAILABLE (Check all that apply):

Administration	Budgeting/Fiscal Mgt.
Adoption	Assessment
Advocacy	Community Development
Aftercare	Child Abuse/Neglect
Case Management	Crisis Intervention
Community Education	Community Groups
Community Organizing	Conference Planning
Consultation/Collaboration	Data Collection
Counseling	Divorce/Custody exchange
Discharge Planning	Educational Groups
Domestic Violence	Family Preservation

Educational Groups	Legal Services
Elder Abuse/Neglect	Foster Care
Family Therapy	Health Education
Fund Raising:	Grant writing
Group Therapy	Information/Referral
Human Resource Dev.	Peer Review
In-home Services	Multidisciplinary

Legislative Activities	Networking
Mentoring	Prevention/Education
Outreach	Policy Analysis
Personnel Management	Planning
Policy Information	Public Speaking
Pregnancy Counseling	Rehabilitation
Program Coordination	Program Development
Program Evaluation	Public Relations
Quality Assurance	Research
Research	Teaching (classroom)
Social Action	Working with Government Relations
Support Groups	Work with Committees
Volunteers	Work with Boards
Work with Community Task Force	
Other	

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

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

Supervision/Climate
- 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?

- Describe your learning style. Do you like working independently or with close supervision throughout the day?

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

- During your field placement, will you be employed?   Yes   No
If yes, please answer the following:
      Place of Employment:

      Days, hours scheduled to work:

- Are you interested in a field placement at your employment?   Yes   No
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.

- List any additional language skills you may have:
Spanish   Sign   Other: _____

- 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:
  - Was this a: Misdemeanor Felony
  - What was the conviction (crime)?

  - What was the disposition?

  - What is the current status?

  - Please explain the circumstances (what, when, where):

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

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

- 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:*

- 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:
- Senior status
- Obtained a 2.0 cumulative grade point average.
- Obtained a 2.5 average in social work courses

Section 3: I understand the following placement policies:
- Students are placed at agencies by the Field Education Coordinator. The student may not always be placed in the agency of first choice.

- Students will not be placed in a placement agency or program in which the student:
- Has completed a previous formal internship/field placement or volunteer experience unless permission from the Field Education Coordinator has been secured.

- Is currently, or has previously been, employed experience unless permission from the Field Education Coordinator has been secured.

- Has a family member who is currently employed by that agency.

- Is now, or has ever been, a client.

- Has a family member who is, or has been, a client of that agency.

- 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.

- 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:
- Field Placement, SWK 480, is one course for 11 credit hours during the last semester of a student's senior year.
- Students must register for SWK 484, Field Placement Seminar, concurrently with SWK

- 480. SWK 484 is 3 credit hours.
- 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.
- Students must secure their own malpractice/liability insurance for
- 1,000,000/3,000,000 coverage.
- 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 _____

<u>RELEASES AND VERIFICATIONS</u>

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 an email to the Field Education Coordinator with the following exact phrase included somewhere in the email:

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

In addition, the email must be from the field supervisor.

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 and for the following reasons:

Provide reason here:

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

- All of the required field hours must take place under the supervision of a Field Supervisor who meets the standards of our program
- The activities themselves must constitute new learning for the student: i.e., a new population, and/or in a new field of practice.
- The student's educational goals should be the primary focus of the position, not simply the needs of the agency.
- The Placement Field Supervisor must meet the WLU Social Work Program's requirements for field education
- The Placement Field Supervisor must be a different person than the employment/affiliation supervisor
- The Placement Field Supervisor cannot be a person who has previously supervised the student
- The student cannot be paid for field education placement hours.
- The proposed placement plan must meet the learning objectives of the Field Education Program
- 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.
- Any changes to this proposal must be submitted in writing.

STUDENT INFORMATION

Name:	Street Address:
City:	State:
Zip Code:	Telephone:
E-Mail:	Student I.D.

AGENCY INFORMATION

Agency: Street Address:

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

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

DAY	TIME		Activity: Field Placement, Class, or Employment	TIME		Activity: Field Placement, Class, or Employment
Monday	From:	To:		From:	To:	
	From:	To:		From:	To:	
Tuesday	From:	To:		From:	To:	
	From:	To:		From:	To:	
Wednesday	From:	To:		From:	To:	
	From:	To:		From:	To:	
Thursday	From:	To:		From:	To:	
	From:	To:		From:	To:	
Friday	From:	To:		From:	To:	
	From:	To:		From:	To:	
Saturday	From:	To:		From:	To:	
	From:	To:		From:	To:	
Sunday	From:	To:		From:	To:	
	From:	To:		From:	To:	

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"

Agency Administrator's Name	Title	Signature	Date:
Employment Supervisor Name	Title	Signature	Date:
Proposed Field supervisor's Name	Title	Signature	Date:
Student Name	Signature	Date:	

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?
     •   What motivates you to learn?

     •   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? <u>Goals for Learning in Field</u>

         What areas would the student like to explore while in this agency setting?

<u>Evaluation Process</u>
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?

<u>Concerns</u>
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   Learning Contract

Competency	Behavior Indicator	Learning Activities (To be completed by the student and field supervisor)
Competency 1: Demonstrate Ethical and Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.	Social workers: a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.	
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice: Social workers understand that every person regardless of position in society has fundamental human rights,	Social workers: a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance	

are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response, and critically evaluate the distribution of power and privilege in society and advocate for and engage in strategies to eliminate oppressive structural barriers.	human rights to promote social, racial, economic, and environmental justice.	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice: Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.	Social workers: a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	
Competency 4: Engage In Practice-informed Research and Research-informed Practice: Social workers understand quantitative and	Social workers: a. apply research findings to inform and improve practice, policy, and	

qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.	programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	
Competency 5: Engage in Policy Practice: Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.	Social workers: a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Social workers: a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally	

	responsive practice with clients and constituencies.	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Social workers: a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Social Workers: a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	

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| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:** Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. | Social workers: a. select and use culturally responsive methods for evaluation of outcomes; and b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. | |

Field Supervisor Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Field Education Coordinator Signature: _____ **Date:** _____

APPENDIX K   Field Placement Time Sheet

Name: **Week of:**

Day/Date	Activities, Tasks, and Roles	Total Hours for Day

Total Hours This Week:_____ + Cumulative Hours from Last Week =_____ Hours to Date _____

Supervisor Signature/Date: _____

APPENDIX L   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 M   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.

- Briefly describe the learning activities the student has been involved in during the semester to achieve the competencies and objectives in their learning contract.
- Identify the student's strengths you observed his/her field performance.
- In what areas do you think the student needs to improve?
- 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 9 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 make improvemnts to meet the expectation.

2 The intern has not as yet met the expectations in this area, but gives indication s/he will do so in the 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: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social Workers:

Competency Indicator	Mid-term	Final
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1 2 3 4 5 n/a	1 2 3 4 5 n/a
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1 2 3 4 5 n/a	1 2 3 4 5 n/a
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	1 2 3 4 5 n/a	1 2 3 4 5 n/a
Use technology ethically and appropriately to facilitate practice outcomes	1 2 3 4 5 n/a	1 2 3 4 5 n/a
Use supervision and consultation to guide professional judgment and behavior	1 2 3 4 5 n/a	1 2 3 4 5 n/a

Comments: Mid-Term____   Final_____

**Competency 2: Advance Human Rights and Social, Racial,
Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social Workers:

Competency Indicator	Mid-Term	Final
advocate for human rights at the individual, family, group, organizational, and community system levels; and	1 2 3 4 5 n/a	1 2 3 4 5 n/a
engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1 2 3 4 5 n/a	1 2 3 4 5 n/a

Comments: Mid-Term_____   Final_____

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social Workers:

Competency Indicator	Mid-Term	Final
demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	1 2 3 4 5 n/a	1 2 3 4 5 n/a
demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	1 2 3 4 5 n/a	1 2 3 4 5 n/a

Comments: Mid-Term_____   Final_____

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

Competency Indicator	Mid-Term	Final
apply research findings to inform and improve practice, policy, and programs; and	1 2 3 4 5 n/a	1 2 3 4 5 n/a
identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	1 2 3 4 5 n/a	1 2 3 4 5 n/a

Comments: Mid-Term_____   Final_____

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

Competency Indicator	Mid-term	Final
use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	1 2 3 4 5 n/a	1 2 3 4 5 n/a
apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	1 2 3 4 5 n/a	1 2 3 4 5 n/a

Comments: Mid-Term_____   Final_____

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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

Competency Indicator	Mid-term	Final
apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	1 2 3 4 5 n/a	1 2 3 4 5 n/a
use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1 2 3 4 5 n/a	1 2 3 4 5 n/a

Comments: Mid-Term_____   Final_____

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

Competency Indicator	Mid-term						Final					
apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and	1	2	3	4	5	n/a	1	2	3	4	5	n/a
demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1	2	3	4	5	n/a	1	2	3	4	5	n/a

Comments: Mid-Term_____   Final_____

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

Competency Indicators	Mid-term	Final
engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 2 3 4 5 n/a	1 2 3 4 5 n/a
incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 2 3 4 5 n/a	1 2 3 4 5 n/a

Comments: Mid-Term_____   Final_____

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

Competency Indicators	Mid-term	Final
select and use culturally responsive methods for evaluation of outcomes; and	1 2 3 4 5 n/a	1 2 3 4 5 n/a
critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1 2 3 4 5 n/a	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: _____

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

Name of Student :			
Supervisor/ Observer:			
Date:			
	Yes	**No**	**Comments:**
Uses client's name			
Introduces self			
Discloses student status			
Put client at ease			
Conveys genuineness			
Maintains appropriate Eye contact			
Displays appropriate body language			
Solicits client's view of the problem			
Solicits clients' feedback			
Balances talk time			
Hears what is said			
Hears how it is said			
Summarizes			
Reflects content			
Reflects feelings			
Tolerates silence			
Tolerates client's affect			
QUESTIONS:			
Appropriate content			
Uses Open-ended questions			
	Yes	No	Comments

Responds to client questions			
Focuses questions			
Gets to underlying meaning			
Asks clarifying questions			
OTHER			
Interrupts			
Responds too quickly			
Judgmental response			
Gives advice / problem solves prematurely			
Makes smooth transitions			
Structures the interview appropriately			
Paces the interview appropriately			
Closes the interview			
Inappropriate humor/sarcasm			
Lecturing or Arguing			
Instructing			
Appropriate self-disclosure			

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

Student Signature:	
Field Supervisor signature:	
Date:	

APPENDIX N   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 my 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.

- 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.)

- 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.)

- 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.)

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

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

- What recommendations do you have for improving the agency as a placement for future field students?

APPENDIX O   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 P   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 to:
Dr. Sylvia Hawranick Senften
WLU BSW Program Director
208 University Drive
CUB 134
West Liberty, WV 26074

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

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.

West Liberty University
Social Work Program
Background Check Disclosure Statement

West Liberty University's Social Work Program utilizes the services of Certified Background Check (*CertifiedBackground.com)* to gather specific information before the students are accepted to participate in the Field Education experience.

The specific information to be gathered by Certified Background Check includes the following data: Seven-year County Criminal Background Check, including maiden name and alias names; Residence History, Social Security Alert and National Record Indicator with Sex Offender.

The West Liberty University Social Work Program Director and the Field Education Coordinator has the authority to review the results of the students' background check in accordance with Fair Credit Reporting Act (FCRA) Section 604(a)(3)(D)- To determine a consumer's eligibility for a license or other benefit granted by a governmental instrumentality required by law to consider an applicant's financial stability or status.

Social Work Program Director and Field Education Coordinator will review the results of the background check for the purposes stated below:
- To assist the student in developing appropriate plans to resolve identified issues that may prohibit the student from being accepted by agencies for required field education;
- To adequately inform students in making decisions when identified issues may preclude state issued social work licenses;
- To assist students in pursuing alternate educational plans in the event that background check provides evidence of gross misconduct or repeated offenses that may preclude continued participation BSW Field Education component of the BSW program.

Each student will be responsible to complete the application for the Certified Background check electronically at CertifiedBackground.com. Each student is also responsible to pay the required fee to complete the background check process.

At the completion of each student's Field Education Placement and immediately following the student's graduation, withdrawal or dismissal from the BSW program, all results and paperwork generated from the Certified Background Check will be destroyed.

My signature below indicates that I have both read and understand the social work program requirement of the certified background check; that I am responsible to pay required fees for the service; and the process by which the results of the background check will be maintained and destroyed.

_____   _____

   Student Signature   Date   Brenda Rinkes, MSW
         Date

APPENDIX Q- ASSESSMENT RUBRIC USED FOR COMPETENCIES AND PRACTICE BEHAVIORS

ASSESSMENT RUBRIC USED FOR COMPETENCY AND PRACTICE INDICATORS
1 Ethics- 2015 RUBRIC

Competency	Professional	Emerging	Proficient	Progressing	Problematic
Demonstrate Ethical and Professional Behavior Social Workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social Workers are knowledgeable about the value base of the professional, its ethical standards, and relevant laws.	Recognizes ethical and value conflicts and the sources; applies absolute, relative, and situational ethical models to dilemmas; uses supervision and professional consultation in ethical decision making where appropriate. Demonstrates ability to articulate a rationale for ethically challenging decisions and potential outcomes	Recognizes values conflicts and involves supervisor and other professionals in ethical decision making Demonstrate ability to articulate a rationale for ethically challenging decisions	**Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, conducting research**	Aware of ethical dilemmas and value conflicts Identifies critical steps to ethical decision making	Ethical dilemmas not recognized or attended to Unable to identify critical steps to the ethical decision making process
	Recognizes and manages personal values in a way that allows professional values to guide practice	Demonstrates flexibility with other's values/biases	**Recognize and manage personal values in a way that allows professional values to guide practice;**	Able to identify personal values and biases	Not aware of personal values and how they impact one's practice
	Demonstrates exceptional verbal and nonverbal	Recognizes impact of nonverbal and verbal	**Demonstrate professional demeanor in behavior,**	Demonstrates increasingly effective verbal and nonverbal	Demonstrates ineffective verbal or nonverbal

	techniques with challenging clients and other professionals; responds to unexpected experiences and demands	communication and modifies behavior accordingly	**appearance, and communication**	communication; presents self appropriately and professionally in dress and appearance	communication patterns; appearance is disheveled or sexually suggestion dress
	Demonstrates the incorporation of technology in communication and does so in ethically responsible fashion. Aids others in developing skills in technology.	Develops and expands skills in multiple areas of technology.	**Use technology ethically and appropriately to facilitate practice outcomes**	Recognizes the importance of technology in the delivery of services to clients	Fails to utilize required technology in communication with faculty, peers, supervisors, and client populations.
	Demonstrates the ability to evaluate how supervision and consultation positively impact services provided	Demonstrates ability to carry out supervision and consultation recommendations	**Use supervision and consultation**	Understands the role of supervision and consultation in social work practice	Demonstrates inability to seek supervision and consultation when required

2- Diversity- 2015 RUBRIC

Competency	Professional	Emerging	Proficient	Progressing	Problematic
2- Engage in diversity and difference in practice Social workers understand how diversity characterizes and shapes the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may	Integrates acceptance of self and others into practice	Examines knowledge and skills in regard to working with diverse populations and identifies areas of growth	**Apply and communicate their understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels**	Shows ability to respond with sensitivity to clients from diverse groups	Inability to respond to diversity and differences

include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanism of oppression and discriminations and recognize the extent to which a culture's structures and values, including social, economic, political and cultural exclusions may oppress, marginalize, alienate, or create privilege and power.					
	Demonstrate the ability to communicate information about diverse client groups to other professionals	Continually develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressional of major clients groups	**Present themselves as learners and engage clients and constituencies as experts of their own experiences**	View themselves as learners	Unable to view themselves as learners
	Utilize appropriate approaches, skills and techniques that reflect the	Demonstrates an understanding of personal cultural values, beliefs	**Apply self-awareness and self-regulation to manage the influence of**	Identify personal biases and values in working with diverse	Unable to recognize personal biases and values in working with

	workers' understanding of the role of culture in the helping process	as one way of appreciating the importance of multicultural identities in the lives of people	**personal biases and values in working with diverse clients and constituencies**	groups	diverse groups.

3- Advance Human Rights and Social and Economic Justice-2015 RUBRIC

Competency	Professional	Emerging	Proficient	Progressing	Problematic
3- Advance human rights and social and economic justice Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices to ensure that these basic human rights are distributed equitably and without prejudice.	Analyzes policy issues from a system perspective that address human rights and social and economic justice Actively works to create effective change Able to navigate multiple systems to advocate for clients with complex needs	Critically analyzes practice activities in relation to advancing human rights and social and economic justice Demonstrates understanding of the ways of clients and communities are affected by different types of oppression Advocate for clients with multiple barriers	**Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level** Advocate for client access to the services of social work	Utilizes supervision and assignments to discuss human rights and social and economic justice Understands the role of advocacy in generalist practice intervention	Not willing to engage in practices that advance social and economic justice Demonstrates inability to accurately assess or apply appropriate advocacy services to client situation
	Analyzes and confronts structural oppression, and engages	Incorporates social justice strategies in practice	**Engage in practices that advance social and economic justice.**	Demonstrates basic understanding of theories and strategies that	Unable to demonstrate knowledge of theories or strategies that

	in strategies that advance social justice and ensure human rights			promote social justice	promote social justice Unwilling to acknowledge the impact of oppression on clients and other groups

**4 Engage in Practice-informed Research and Research Informed Practice
-2015 RUBRIC**

Competency	Professional	Emerging	Proficient	Progressing	Problematic
4- Engage in Practice-informed Research and Research Informed Practice Social Workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approached to building knowledge. Social Workers understand that evidence that informed practice derives from multidisciplinary sources and multiple ways of knowing. The also understand the processes for translating research finding into effective practice. Social Workers:	Demonstrates integration of practice knowledge and research finding s to provide services.	Demonstrates the ability to use research findings as a knowledge base for providing services	**Use practice experience to inform scientific inquiry and research**	Beginning to understand how to implement generalist social work skills to involve client populations in ethical research activities including assessment, and evaluation.	Relies on practice knowledge without consulting evidence.

	Challenges others to think critically	Understands scientific method and effectively incorporates evidenced based practice with practice wisdom	**Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.** **Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom**	Able to identify relevant information needed	Does not use available resources
	Uses knowledge of best practices and research to expand evidence based practice.	Utilizes current research and critical thinking skills for knowledge development and practice applications	**Use and translate research evidence to inform and improve practice, policy, and service delivery**	Beginning to use critical thinking skills for knowledge development and practice applications	Failure to consult relevant literature regarding practice.

5-Engage in Policy Practice-2015 RUBRIC

Competency	Professional	Emerging	Proficient	Progressing	Problematic
5- Engage in Policy Practice Social Workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social Workers understand their roles in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social	Assesses, implements, and evaluates solutions to problems and policies	Applies knowledge of policies that advance social well being	**Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services**	Identifies policy issues from a system perspective	Unaware of policy issues and implications

Workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.					
	Able to assess the impact of policy on multiple systems levels, including the historical background as well as potential areas of change	Able to assess the potential impact of policy in 3 or more system levels	**Assess how social welfare and economic policies impact the delivery of and access to social services**	Able to assess the potential impact of policy in one system level	Unable to determine the potential impact for any client system
	Ongoing advocacy with peers and community systems for social change; engages in policy analysis to advance social well-being	Contributes to formal evaluation and assessment to seek modification of policies	**Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice**	Seeks clarification and guidance from supervisors for policy action	Fails to understand the role and influence of policies on client systems

6- Engage with individuals, families, groups, organizations, and communities. -2015 RUBRIC

Competency 6: Engage with individuals, families, groups, organizations, and communities. Social Workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement	Utilize critical thinking and the system perspective of human behavior in the social environment with regard to comprehensive needs	Demonstrates appropriate use of systems and human behavior and person-in-environment factors in consideration of one or two areas of need	**Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies**	Demonstrate a basic understanding of human development through the life span and its relationship to and interaction with the social environment	Insensitive to clients, biological, social, cultural, psychological, and/or spiritual needs.

with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social Workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.					
	Able to demonstrate empathy and	Able to demonstrate empathy,	**Use empathy and other interpersonal**	Able to define empathy and	Not able to demonstrate empathetic

	the nuances of emotion, and rapport building skills Mastery of the following skills: developing a positive relationship, attending behaviors, paraphrasing, reflection, summarizing, transitioning, clarification , interpretation, conformation and self-disclosure at all levels of practice	caring, rapport towards all systems Demonstrates the ability to use the following skills: developing a positive relationship, attending behaviors, paraphrasing, reflection, summarizing, transitioning, clarification , interpretation, conformation and self-disclosure at all levels of practice	**skills**	other interpersonal skills Able to define the following skills: developing a positive relationship, attending behaviors, paraphrasing, reflection, summarizing, transitioning, clarification , interpretation, conformation and self-disclosure	listening Places focus on issues other than the clients. Lacks preparatory knowledge and skills for engagement

7- Assess individuals, families, groups, organizations, and communities. -2015 RUBRIC

Competency	Professional	Emerging	Proficient	Progressing	Problematic
7.-Assess individuals, families, groups, organizations , and communities. Social Workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals,	Able to dynamically monitor client progress and adapt to client needs	Identifies barriers to changes and addresses them with the client	**Collects and organize date, and apply critical thinking to interpret information from clients and constituencies**	Collects all relevant data	Client data are incomplete or inaccurate

families, groups, organizations, and communities. Social workers understand theories of human behaviors and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in the process.					

Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social Workers:					
	Utilize critical thinking and the system perspective of human behavior in the social environment with regard to comprehensive needs	Demonstrates appropriate use of systems and human behavior and person-in-environment factors in consideration of one or two areas of need	**Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies**	Demonstrate a basic understanding of client needs and the relationship to and interaction with the social environment	Unable to identify basic client, biological, social, cultural, psychological, and/or spiritual needs.
	Incorporates the contextual implications for the goals and objectives	Demonstrates that the plan reflects culturally sensitive components for the goals and objective	**Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies**	Goals and objectives are not appropriate	Not able to document a plan
	Incorporates evidence based practices in a comprehensive and attainable plan	Acknowledges the importance of using evidence based practice	**Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and**	Intervention strategies are not appropriate or not achievable	Does not provide any intervention strategies

		constituencies		

ASSESSMENT RUBRIC USED FOR COMPETENCY AND PRACTICE INDICATORS
Intervene, with individuals, families, groups, organizations, and communities
2015 RUBRIC

Competency	Professional	Emerging	Proficient	Progressing	Problematic
Intervene with individuals, families, groups, organizations, and communities. Social Worker understand that interventions is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers	Demonstrates leadership in achieving goals in order to enhance capacities	Collaborates with others in achieving goals	**Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies**	Insufficient action taken in achieving goals	No action taken to achieve goals; Interventions do not resolve needs or goals

understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social Workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social Workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter professional, and inter-organizational collaboration					
	Utilize critical thinking and the system perspective of human behavior in the social environment	Demonstrates appropriate use of systems and human behavior and person-in-environment	**Apply knowledge of human behavior and the social environment, person-in-environment, and other**	Demonstrate a basic understanding of client needs and the relationship to and interaction	Unable to identify basic client, biological, social, cultural, psychological, and/or

with regard to comprehensive needs	factors in consideration of one or two areas of need	**multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies**	with the social environment	spiritual needs.
Demonstrates abilities that enhance outcomes for successful completion of goals; assumes a proactive stance that empowers clients; uses a strengths perspective. Demonstrates ability to utilize evidence based practice to provide interventions in order to promote long term change and growth Assumes a leadership role in coordinating and intervening with other professionals.	Provides effective services for clients; creates an environment that promotes growth and self-determination. Demonstrates ability to use evidence based practice for intervention; interventions are client focused	**Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes**	Includes clients in problem solving process. Begins to identify the system level necessary for intervention; links clients to limited services	Does not provide support to clients; refers to other providers. Fails to identify appropriate interventions; suggests interventions that clients are not able to access
Demonstrates inclusion of system wide changes regarding interventions	Aids clients in accessing necessary services; provides modeling experiences to promote client learning	**Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies**	Advocates only for identified services	Is not able to identify potential services for client
Promotes an	Allows for	**Facilitate**	Recognizes	Abruptly

environment for achievement of goals and success; incorporates clients in order to promote decision making	clients to be part of the intervention process; provides direction for the ending of intervention	**effective transitions and endings that advance mutually agreed upon goals**	the importance of ending and transitioning to other phases of client interaction.	ends services; provides no method of transition to other professionals

ASSESSMENT RUBRIC USED FOR COMPETENCY AND PRACTICE INDICATORS
Evaluation with individuals, families, groups, organizations, and communities
2015 RUBRIC

Competency	Professional	Emerging	Proficient	Progressing	Problematic
Evaluation with individuals, families, groups, organizations, and communities. Social Workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social	Evaluation plan incorporates comprehensive methods for evaluation of all outcomes and is conducted using appropriate methods of outcome evaluation.	Develops comprehensive plan for evaluation of an outcome	**Select and use appropriate methods for evaluation of outcomes**	Evaluation plan provides only for client change and does not recognize possible other modes of evaluation	Unable to develop an evaluation plan

Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social Workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.					
	Utilize critical thinking and the system perspective of human behavior in the social environment with regard to comprehensive needs in order to determine effectiveness	Demonstrates appropriate use of systems and human behavior and person-in-environment factors in consideration of one or two areas of need	**Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes**	Demonstrate a basic understanding of a theory that can be utilized for evaluating practice	Unable to identify a theory of human behavior and the social environment that applies to the system evaluation
	Demonstrates the ability to appraise and utilize multiple evaluation methodologies to effectively support change	Demonstrates understanding of evaluation methods and their limits toward client change	**Critically analyze, monitor, and evaluate intervention and program processes and outcomes**	Begins to understand the need to analyze, monitor, and evaluate interventions that impact the client system	Unable to differentiate client problems, incomplete evaluation plan
	Is able to apply findings to facilitate	Is able to apply findings to client system level	**Apply evaluation findings to**	Provides limited summary of	Is unable to provide evaluation

	effectiveness in addressing multiple systems, including but not limited to: practice, policy, and service delivery effectiveness and	along with recommendations for future intervention.	**improve practice effectiveness at the micro, mezzo, and macro levels**	evaluation regarding practice effectiveness	of practice effectiveness